IMPLEMENTING THE FAMILY SUPPORT APPROACH FOR COMMUNITY SUPERVISION

FAMILY JUSTICE

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TABLE OF CONTENTS

28 Section IV: Practical Application of Guiding Principles of the Family Support Approach for Community Supervision

48 Section V: Administratively Supporting the Family Support Approach for Community Supervision

64 Section VI: References

66 Appendix A

SECTION I:
Introduction and Overview of the Family Support Approach for Community Supervision

Most of us are where we are today because of support we received from someone at some point in our lives. Who was it for you? Was it a parent, a grandparent, a teacher, a friend, a faith-based leader, or a combination of people? In essence, family and social networks are the most influential and powerful context in which we exist. The same is true for individuals under supervision; therefore, families and social networks are a strong force, motivator, and resource which we should strive to learn more about and help individuals under supervision to tap. Throughout this document, it is important to note that family is not limited to blood relations; rather, it is broadly defined to include the network of people who are significant in an individual's life.

Families serve as informal agents of control and studies have consistently shown that informal agents of control are more powerful than formal agents of control (e.g., probation, parole, law enforcement) in helping persons under community supervision achieve and maintain behavior change (Petersilia, 2003; Sampson, 1988; Gottfredson & Hirshi, 1990 as cited in Young, Taxman, & Byrne, 2002). In 1999, the Vera Institute did a 30-day study on 49 inmates released from jail and prison in New York City to determine what happened to them upon release. Among their results, the Vera Institute study showed the most important factor that contributed to individuals under supervision who were leaving prison to succeed was family and community support (Nelson, Deess, & Allen, 1999).

It is well known that individuals under community-based justice supervision (such as pre-trial release, probation, or parole/supervised release) usually remain in or return to their communities and maintain ties or even live with one or more family members—e.g., a father, mother, son, daughter, niece, or grandparent. Family members are with the individual under supervision more often than community supervision officers

and are able to observe and react more quickly to both positive and negative behavior. They are more familiar with the individual and their past and can anticipate behavior and respond appropriately. By their relationship with the individual and their knowledge of the community, families also are better able to help the individual when it comes time to address issues such as housing and employment (Young, Taxman, & Byrne, 2002). As such, families can provide help, encouragement, and powerful support during the supervision process if they are systematically supported and guided.

However, how many times have you sat across from an individual under supervision and thought, "His family is so messed up, it is no wonder he is in trouble," or "She just needs to move and get away from her family and then she will have a chance," or "The neighborhood this person lives in is so riddled with crime and drugs that it is going to be virtually impossible for him to live here and change his behavior." A common reaction from most people who work with individuals under supervision is to view their families and communities in a negative context—focusing on the supposed dysfunction and how that dysfunction contributes to the problems the individual under supervision is experiencing. While there are real problems inherent in some families that cannot be dismissed or completely ignored, the Family Support Approach for Community Supervision recognizes that despite what many community corrections officers perceive as dysfunction within families and communities, families and communities also bring strengths that can serve as a source of support to an individual during the supervision process. For example, a father with a long history of substance abuse may still love his daughter very much and want to prevent her from following in his footsteps of substance abuse. A community with a high crime rate and drug use still has individuals living within that community who are able to succeed and has churches and schools in it with resources and programming that may be of assistance to an individual under supervision.

While the agendas of families and government are not identical and sometimes may appear to be at odds, they do share a common goal: keeping the person under supervision from re-offending and keeping our communities and families safe. It also is important to remember that supervised individuals' involvement with family is long-term; their involvement with the government (e.g., community supervision agency) should not be. Recognizing the powerful role that families and social networks play in the lives of individuals under supervision in helping them refrain from committing crime makes it imperative for community supervision agencies to consider how they can facilitate informal social controls through these interpersonal bonds that individuals under supervision have with these various social networks. Engaging families and social networks in the supervision process as a regular part of case management is one way of accomplishing this goal.

> **The Family Support Approach for Community Supervision recognizes that…families and communities also bring strengths that can serve as a source of support to an individual during the supervision process.**

ENGAGING FAMILIES IN COMMUNITY SUPERVISION

But, what does it mean for community supervision agencies to engage families and social networks in the supervision process? The fact is that most community supervision officers already recognize the influence families can bring and are talking with and engaging families and social networks to a certain degree in their work with individuals under supervision. However, helping individuals under supervision identify and tap social networks of support in a strength-based and solution-focused approach is not always easy. Therefore, the concepts and practices discussed within the Family Support Approach for Community Supervision should be viewed as enhancement of a skill set that can complement current practices, not as a new or replacement program, per se.

In and of itself, the relationship between supervision officers, individuals under supervision, and their families can be complex. The dynamics of some families are also very complex and difficult to negotiate—with many families being the individual's first victim. The Family Support Approach for Community Supervision is not a blueprint for how to "fix" families. It is about how to engage families and social networks in partnership for successful supervision in a way that is more formalized so that it can be documented, recorded, and ultimately measured to determine the effect it is having on individuals served.

MISCONCEPTION:

Community corrections agencies and staff don't have the resources or time to work with families.

FACT:

Working with families within the Family Support Approach for Community Supervision involves a shift in paradigm and attitudes more than anything else. The Family Support Approach does not entail providing unlimited services to all family members. Rather, it is about providing support to family members to the extent that support promotes successful completion of goals and objectives of community supervision.

For most community supervision agencies, engaging families and social networks of support will require more focus on (1) helping their staff (and subsequently the individuals under supervision with which they work) to recognize the role of families and social support networks in helping individuals under supervision succeed, and (2) providing staff with tools and skills that will aid them in helping individuals under supervision identify their social support networks and learn how to leverage support in meaningful ways.

For a smaller segment of community corrections agencies, engaging families in the supervision process may be more extensive, resulting in more direct contact between supervision staff and family members of individuals under supervisions. This bulletin will focus more on agencies that want to implement the Family Support Approach for Community Supervision within their current practices and programs.

FAMILY SUPPORT APPROACH FOR COMMUNITY SUPERVISION

The Family Support Approach for Community Supervision is based on the Bodega Model®, the signature model of Family Justice. The three core concepts of the Family Support Approach are (Family Justice, n.d.):

- Consider people in context.
- Build on family interactions.
- Focus on strengths of individuals, families, and community.

First, it is important to consider people in context. Although our society highly values self-determination and individualism, the fact is that people live in a web of interdependent relationships. They are your clients, but they are someone else's daughter, son, girlfriend, boyfriend, granddaughter, mother, father, aunt, uncle, etc. When community supervision officers recognize this interconnectedness, they are able to broaden their focus and consider issues of noncompliance (e.g., relapses) in a larger context—family, social network, and community.

In addition, people are complex and reveal different parts of their lives depending on the context in which they are functioning. As such, community supervision officers should not assume that what they see in their office or during an isolated home visit is representative of the entire person. Generally, during these times persons under community supervision and their families are in a crisis, perhaps nervous about the role you are about to play in their lives. Looking at the individual and his or her family through only one context reveals only one aspect of the individuals involved.

The second core concept indicates that community corrections officers should build on family interactions. Rather than saying "we know what is right for a family or individual," community corrections officers need to recognize that families know more about themselves than anyone else and often will have more influence over someone succeeding or not succeeding while on community supervision than any outside person—including the community supervision officer.

KEY POINTS

1 People are complex and reveal different parts of their lives depending on the context in which they are functioning.

2 Families know more about themselves than anyone else and often will have more influence over someone succeeding or not succeeding while on community supervision than any outside person— including the community supervision officer.

3 Simply eliminating immediate problems does not bring about long-term behavior change; long-term change requires individuals to call upon internal and external strengths.

FIGURE I-1

AMERICAN PROBATION AND PAROLE ASSOCIATION/FAMILY JUSTICE WORKING GROUP MEMBERS

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In every interaction, it is important to remember that each person's behavior affects the behavior of another person. Different interactions at different times activate different parts of the self.

For example, imagine a person driving very calmly down a country road singing to the radio. All of a sudden, another car pulls out in front of the first driver unexpectedly. This causes the first driver to get nervous and then angry—honking his horn or shouting at the second driver. The second driver in this scenario triggered an angry response from the first driver because of his actions; the angry response would not have happened if the first driver had been able to continue his relaxing drive down the country road without interruption. Likewise, a change in one family member's behavior is linked to the behavior of other family members. Families also tend to behave differently during times of transition and crisis (e.g., a son coming home after serving one year in prison, a daughter entering drug treatment as part of her probation conditions). Understanding interactions within individual families and taking these into account during the supervision process helps supervision officers shape more appropriate interventions and sanctions.

The third core concept of the Family Support Approach for Community Supervision recognizes the importance of focusing on the strengths of individuals, families, and communities. Simply eliminating immediate problems does not bring about long-term behavior change; long-term change requires individuals to call

upon internal and external strengths. A strength-based perspective is anchored in the belief that a problem does not constitute all of a person's life. Each person (family, community) is complex and multifaceted. A person (family) is more than he or she presents at a given moment, with strengths and resources that may not always be apparent. Focusing on strengths does not mean ignoring or condoning problems or harm. Rather, focus is placed on:

- What they can do versus exclusively focusing on what they cannot do.
- What they have versus what they do not have.
- Where they found success versus an exclusive focus on where they have failed.
- Their possibilities versus an exclusive focus on their obstacles.

Examples of strengths to look for include skills, competencies, talents, goals, past successes, attributes, interests, attitudes, dreams, wants, and positive connections to family members and social networks.

Intuitively, it may make sense to involve and engage families in the community supervision process. However, there is a natural tendency to fear a shift toward focusing on families. Determining the actual process of engaging and involving families may cause some anxiety for community corrections professionals. The concerns generally range from it will be too difficult or too time intensive. However, it is important to recognize that incorporating the Family Support Approach may not always entail seeing or talking with other family members. Often it requires asking about these social networks and looking for natural connections that could assist the individual under supervision. Engaging individuals from a Family Support Approach works—and it doesn't need to take any more time than is already being allotted to meeting with individuals under supervision.

The remainder of this document will describe the primary tools and techniques of the Family Support Approach and examine ways in which the concept of a Family Support Approach for Community Supervision can be put into practice—from an individual supervision officer perspective (i.e., practice considerations) and from an agency perspective (i.e., administrative considerations). The suggestions provided were derived from Family Justice's work with families of individuals under supervision, information shared during the project's working group (see figure I-1 on previous page), and feedback from participants who attended the Family Justice and American Probation and Parole Association's training programs on the Family Support Approach for Community Supervision.

One of the agencies that participated in the Family Justice and APPA training program is the Oklahoma Department of Corrections. Over the past several years, the Oklahoma DOC has taken deliberate steps to formalize the ways in which it draws upon the strengths and resources of families to promote the shared goals of successful completion of supervision and community safety. A more detailed description of the Oklahoma DOC's process for integrating the Family Support Approach may be found in Appendix A.
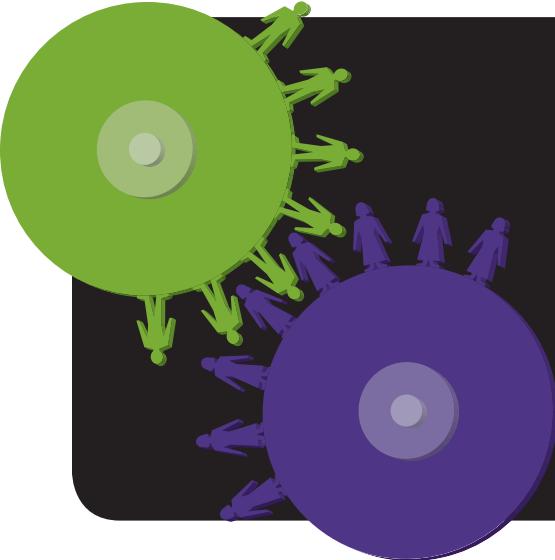
SECTION II:
Guiding Principles for Putting the Family Support Approach for Community Supervision into Practice

As stressed in Section I, incorporating the Family Support Approach for Community Supervision into work with individuals under supervision does not have to mean additional work for community supervision staff. More often, it requires supervision staff to begin looking at families and social networks through a different (i.e., strength-based and solution-focused) lens. Community corrections officers need to consider how to introduce and leverage support of families and social networks during the supervision process to help bring about positive behavior change in individuals under supervision and reduce their chances of recidivating. The following section provides an overview of guiding principles for incorporating the Family Support Approach into current practice.

GUIDING PRINCIPLES FOR THE FAMILY SUPPORT APPROACH FOR COMMUNITY SUPERVISION

The following are guiding principles for practicing concepts espoused in the Family Support Approach for Community Supervision:

- Guiding Principle #1: Avoid focusing solely on the problems that individuals, families, and communities present and look for and focus on the strengths of individuals, families, and communities.
- Guiding Principle #2: Work with individuals under supervision to identify family and social networks of support.
- Guiding Principle #3: Engage families and social networks in making and supporting the case plan of the individual under supervision.
- Guiding Principle #4: Be aware of confidentiality and privacy issues when working with families and social networks of individuals under supervision.

1 Guiding principle #1: Avoid focusing solely on the problems that individuals, families, and communities present and look for and focus on the strengths of individuals, families, and communities.

It is relatively easy to spot the negative influences and perceived dysfunction of individuals, families, and communities. It is also relatively easy to write off an individual under supervision and assume he or she will fail as a result of his or her history, family problems, and/or the neighborhood in which he or she lives. However, there are benefits for individuals under supervision and community supervision practitioners who are able to identify and focus on the strengths individuals, families, and communities may have that can be leveraged to support individuals under supervision in changing behavior and resisting the urge to commit crime.

While it does not suggest that supervision officers ignore the behaviors that may contribute to why an individual under supervision engages in criminal activities (i.e., the more traditional problem-solving model), within a strength-based approach, the focus of community supervision is on behavior change and, more specifically, the individual under supervision's role in that process. Michael D. Clark (1997), director of the Center for Strength-Based Strategies, explains that working from a problem-focused model places an emphasis on getting the individual under supervision to own up to his or her past rather than getting him or her to consider and be responsible for changing his or her behavior in the future. Instead, Clark asserts that community corrections practitioners need to expect and demand changes in behavior of individuals under supervision. The strength-based approach provides a strategy for accomplishing that goal.

According to Clark, research indicates that client factors, which include personal strengths, talents, aspirations, social support systems, and resources and beliefs, play the most significant role in creating behavior change—contributing up to 40 percent of the overall change process. He maintains that, as a result, overly directive treatment can be counter-productive.   Rather, community supervision practices that encourage the client and the client's family and social networks to participate in the decision-making and treatment process and that value the client's perceptions are more likely to result in positive behavior change (Addiction Technology & Transfer Center National Office, 2005).

Approaching community supervision from a strength-based perspective also provides a means for avoiding the trap of viewing individuals, families, and communities in one context. Each person, family, and community is complex, revealing different parts of itself depending on the context in which it is viewed at any given point in time. Looking at only one context (lens) reveals only one aspect of an individual, family, or community. Therefore, when viewing results of assessments of individuals under supervision, Clark (1997, p. 111) says that it is important for community supervision staff to "ensure the diagnosis does not become the cornerstone of the individual under supervision's identity. To avoid this, workers need to place much greater emphasis on strengths and not allow negative views to be the only views." This view can be broadened to include individuals under supervision's families and communities.

2 Guiding principle #2: Work with individuals under supervision to identify family and social networks of support.

The reduction of recidivism requires more than behavioral changes within an individual. Weaver and McNeill (n.d.) assert that trying only to fix individuals under supervision cannot and will not fix re-offending. Rather, reduction in recidivism requires networks of social support for individuals under supervision, opportunities for individuals under supervision in local communities, and a new attitude toward the re-integration of individuals under supervision. The quality of a person's relationships—both personal and professional—is central to the process of reducing recidivism. Like all of us, individuals under supervision are most influenced to change (or not to change) by people they are the closest to and by those whose advice and counsel they respect and value. Weaver and McNeill argue that approaches to offender management that fail to recognize the significance of the relational aspects of working with individuals under supervision are unlikely to succeed.

Additional research shows that informal social bonds (e.g., faith-based organizations, law abiding neighbors, families, and communities) are the strongest predictor of whether a person will refrain from committing crime.

Additional research shows that informal social bonds (e.g., faith-based organizations, law abiding neighbors, families, and communities) are the strongest predictor of whether a person will refrain from committing crime (Petersilia, 2003). For example, Vera Institute of Justice did a study of inmates' experiences during the first 30 days after release from jail or prison. The study showed that the most important determinant of success for individuals under supervision leaving prison was family and community support (Nelson, Deess, & Allen, 1999). Similarly, Hairston's (2002, as cited in Petersilia, 2003) review of prisoners' family relationships showed that male prisoners who maintain strong family ties while in prison, and men who assume husband and parenting roles upon release have higher rates of success than those who do not. Working with individuals under supervision to identify their families and social networks of support is the first step toward determining how these social networks can be leveraged for support during supervision to increase the individual's chance of success.

3 Guiding principle #3: Engage families and social networks in making and supporting the case plan of the individual under supervision.

As stated previously, a study conducted by the Vera Institute showed that the most important determinant of success (reduced recidivism) for individuals under supervision leaving prison was family and community support. Individuals under supervision whose families support and accept them also had higher levels of confidence and were more successful and optimistic about their future (Nelson, Deess, & Allen, 1999). As such, some states are beginning to realize the role that families can play in rehabilitation and are trying to include them as natural supports in rehabilitation and parole programs (Shapiro & Schwartz, 2001).

The reality is that most individuals released from jail and prison return to their families or community. An Urban Institute (2004) study of Maryland offenders confirmed that people returning from prison rely on family members for emotional support, housing, employment, help coping with substance abuse and mental illness, and financial support. In most cases, families lived up to the returning person's financial and emotional expectations in the months after release.

It also is important to remember that supervised individuals' involvement with family is long-term; their involvement with the government (e.g., community supervision agency) should not be. Given the powerful role that families and social networks play in the lives of individuals under supervision—from providing housing to emotional support—it is imperative for community supervision agencies to consider how they can reinforce these informal social connections through the interpersonal bonds that individuals under supervision have with these various entities. Engaging families and social networks as a regular part of case management is one way of accomplishing this goal.

From a more practical standpoint, families can be a valuable ally for probation and parole officers by providing 24-hour support; special insight into and access to the culture and resources of the individual, family, and community; and information about early warning signs that an individual under supervision may be about to relapse or re-offend.

> **Some states are beginning to realize the role that families can play in rehabilitation and are trying to include them as natural supports in rehabilitation and parole programs.**

4   Guiding principle #4: Be aware of confidentiality and privacy issues when working with families and social networks of individuals under supervision.

Individuals under supervision and their families often are asked to share very private information about themselves to access services and resources. If they are concerned about their confidentiality and privacy being breached or misused, people may be reluctant to share information important to the supervision process. Therefore, confidentiality and protection of privacy are essential for building trust among community supervision officers, individuals under supervision, and their families. In addition to laying a foundation for trust, protecting the confidentiality of individuals under supervision and their families during the community supervision process also has other benefits (Soler & Peters, 1993 as cited in North Central Regional Educational Laboratory, n.d.) such as:

- Protecting embarrassing personal information (e.g., criminal justice history, histories of emotional instability, substance abuse, marital conflicts, medical issues, erratic employment, limited education, etc.) from disclosure.
- Preventing the improper dissemination of information about individuals and their families that might increase the likelihood of discrimination against them (e.g., medical conditions, mental health history, use of illegal drugs, charges of child abuse).
- Protecting personal or family security (e.g., address of a domestic violence victim who has left her home; concerns of an immigrant family that accessing services will result in the U.S. Citizenship and Immigration Services taking action against them).
- Protecting an individual's job security (e.g., although a person's medical or mental health history may have no connection to their job performance, it could jeopardize his or her position, likelihood of promotion, or ability to find a new job).
- Avoiding prejudice or differential treatment against individuals by persons such as teachers, school administrators, or other service providers (e.g., teacher lowers her expectations of a child who is eligible for the free and reduced school lunch program, which may set in motion a self-fulfilling prophecy in which lowered expectations lead to lowered performance).
- Encouraging individuals to access services designed to help them (e.g., a woman may avoid seeking counseling from an employee assistance program if she is concerned that information will get back to her employers about her problems).

CONCLUSION

This section provided an overview of the guiding principles of the Family Support Approach for Community Supervision. The next section will provide an overview of some concrete tools and techniques community corrections officers can use to put these principles into practice with the individuals they supervise.
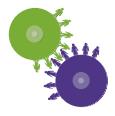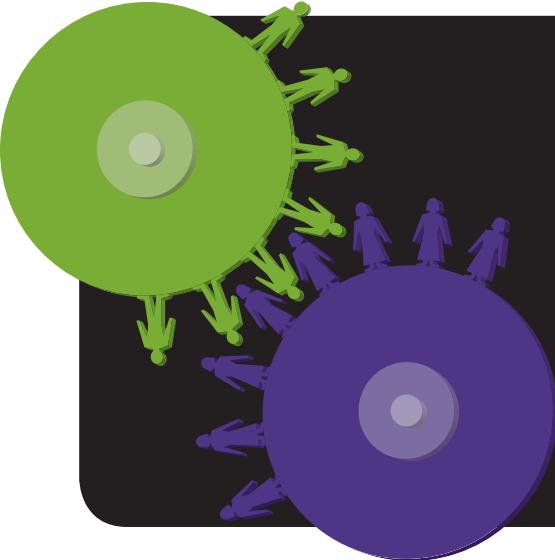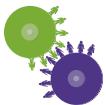
SECTION III:
Tools and Techniques for Implementing the Family Support Approach for Community Supervision

Although not an exclusive list of the tools and strategies that community corrections officers have at their disposal for use when working with individuals under supervision and their families, the following represent the primary tools and techniques that Family Justice has found helpful when working within a Family Support Approach. Some may sound familiar to you or be ones you work with in other contexts, while others may be ones that you have not heard of or used before. In essence, the tools and techniques described in this section can be used at any point during the supervision process (e.g., assessment, case planning, monitoring, and enforcement) to help individuals identify and engage family members and social networks of support. This section will provide a brief overview of the tools and techniques and how they are used. Section IV will provide some suggestions for and practical examples of how the tools and techniques may be used during various phases of the supervision process.

SUPPORTIVE INQUIRY

Many community corrections professionals are familiar with motivational interviewing. Rollnick and Miller (1995, ¶3) define motivational interviewing as a "directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence." This empowering technique was originally developed by workers in the substance abuse field. Motivational interviewing is now being used to work with individuals and families across myriad service areas. It can help individuals and families recognize their present or potential problems and do something about them. It can be a particularly powerful tool for working with individuals who are reluctant to change their behavior or are ambivalent about changing by helping them free up their own motivations and resources so they can move forward in a positive direction (Hammer, 2006).

Motivational interviewing focuses on four basic listening and speaking strategies (Clark, Walters, Gingerich, & Metzler, 2006):

- Ask open-ended questions.
- Affirm positive talk and behavior.
- Reflect what you are hearing or seeing.
- Summarize what has been said and what has been agreed upon.

These techniques ensure that the officer is listening to the individual under supervision and actively lets the individual know that he/she is being heard. It is important to build this kind of rapport with individuals to help them feel more comfortable talking about their family and social networks.

By using these types of techniques, individuals under supervision begin to think about change, and supervision officers gather better quality information that they can use to assist the person in planning for change. If using motivational interviewing for the first time on an individual under supervision with whom you have already established a relationship, be prepared to explain the changes in communication—why you are asking the types of questions you are asking now, as opposed to the types of questions you used to ask. Summarizing at the end of a brief meeting or perhaps a couple of times during a more lengthy encounter keeps the discussion focused and ensures that the individual under supervision is in agreement with the plan.

Supportive inquiry complements motivational interviewing by providing a means of asking and listening that helps individuals identify strengths and social supports that may be tapped to increase successful compliance with supervision and to facilitate positive behavioral change. In a nutshell, the goals of supportive inquiry are to stimulate insight, collect information, enhance self-efficacy, and forge and strengthen connections.

In practice, it can be very difficult to obtain information and foster change, especially when trying to identify strengths and resources. For most individuals under supervision and their families, questions asked of them are generally for what's wrong—a deficit approach that is an attempt to diagnose

FIGURE III-1

SAMPLE TYPES OF GENERAL SUPPORTIVE INQUIRY QUESTIONS

1 What is working best in your life right now?

2 What is important to you now?

3 What are your goals?

4 What are you good at?

5 What do you like to do?
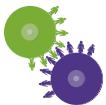
pathology. Also, it is not uncommon to encounter individuals who have told their life story so many times that they know just how to phrase what they are saying without any prompting of questions. The goal of supportive inquiry is to help individuals under supervision (and their families) learn about and activate their strengths and resources by careful questioning and listening. See Figure III-1 on the previous page for some sample types of general supportive inquiry questions.

In order for individuals under supervision and/or their families to feel comfortable answering supportive inquiry questions, it is important to show respect during the questioning process and work on building a relationship and rapport with the individuals. Some tips for showing respect while using supportive inquiry include:

- Making sure you have enough time available during an interview or conversation with individuals and/or their families to allow people to answer questions you ask of them. For example, you wouldn't want to ask about a family's criminal justice history when you know it is long and complicated if you only have a few minutes to listen to the response.
- Know your biases to avoid having them interfere with the supervision process. For example, you might have a bias toward two-parent families, but you would not want that to taint your relationship with an individual under supervision who is a single parent.
- Ensure that the environmental setting facilitates communication (e.g., face the individual when meeting with them and avoid having your face obscured by a computer).
- Ask individuals for ideas toward solutions before making suggestions.
- Always start with positive or neutral questions (e.g., What are you good at? Who helped you recently? What did they do for you? What is most important to you right now? Whom do you feel closest to?). Scatter challenging questions throughout the interview.
- Avoid using jargon or acronyms.
- Review forms (conditions) with individuals under supervision and families (if they are available) to ensure they are understood.
- Ask for individuals under supervision and families to define the problem.
- Ask for individuals under supervision and families to tell their story first, rather than relying exclusively on the case record.
- Normalize ambivalence. The individual with whom you are working will most likely be ambivalent about the behavioral change you are hoping to elicit. Sometimes they may think changing is a good idea and other times they may feel it is unnecessary. This is actually how most of us feel about change. For example, you want to eat healthier, you think that this is a good idea, but you are also thinking about all the good foods you are going to miss, so you are ambivalent about the change.

Active listening is another technique that can be used to show respect. Active listening is a way to demonstrate that you have heard and understand an individual or family member's concerns. It is not enough for us to know that we understand the family; we also need to show them we understand by giving signals and feedback. Giving periodic feedback to families also allows them to correct us when we've misunderstood, and may allow them to clarify their ideas through hearing how they are perceived and experienced by others.
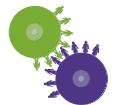
These skills can be quite complex, but here are some guidelines for active listening:

- Make eye contact frequently and comfortably, but avoid staring.
- Watch your non-verbals (body language, facial expressions, and gestures) and paraverbals (tone and volume of voice).
- When one family member monopolizes the conversation, glance around to the others to take in what they are "saying" and to give them an opportunity to jump in, or point out the monopolizing and ask why family members are allowing it.
- Limit "un-huh"ing and head nodding.
- Limit interruptions; allow silences.
- Paraphrase what you hear.
- Focus on emotions that you hear rather than details. You may need to probe or direct your questions, such as, "Did you feel sad when that happened?" or "You looked angry when you talked about that."
- Separate people from their behavior. For example, it is easy to judge or be angry with individuals under supervision or family members who have perpetrated abuse or incest. We think, What kind of person would do that? Remember, however, that acceptance does not equal approval.

In supportive inquiry there are two primary types of questions that are typically asked to help individuals under supervision identify and activate their strengths and resources—relational questions and solution-focused questions.

Relational Questions

As the name suggests, relational questions offer practitioners a way to help individuals under supervision identify family members and other social networks of support that may be helpful. It also gives the community supervision officer a better understanding of how individuals or families view their relationships with others. Some sample relational questions include:

- Whom do you help?
- Who among your friends are in recovery?
- Who takes care of your children when you are out?
- Who asks you for help?
- If things change in your life, who will be the first to notice?

There may be times during this line of questioning when an individual identifies a person who could jeopardize their success or a negative peer influence as a social support person (e.g., gang member, family member actively abusing alcohol and drugs). In many cases, the reality is that those people are indeed the person's social support. When this happens, the community supervision officer must challenge those networks of support

> **Relational and solution-focused questions can help individuals under supervision identify family members and other social networks of support that might be helpful.**

helping the individual to develop awareness that the networks are not in their best interest and facilitating a process for breaking those ties and building more pro-social systems of support.

Solution-Focused Questions

"Solution-focused work" is part of supportive inquiry and is a way of relating that helps people construct or imagine their lives with the change they are seeking. Generally, the best way to get at this kind of thinking is by asking future-oriented questions. The following are several types of future-oriented questions that community supervision staff can utilize during conversations with individuals under supervision or family members.

Miracle Questions

The miracle question is the hallmark of solution-focused work. The word miracle in this context is simply the present or future without the problem and is used to orient the person under supervision and their family toward their desired outcome by helping construct a different future. According to Michael D. Clark (1997), the most effective time spent with individuals under supervision is getting them to talk about the future and what it would be like without the problem. Some sample miracle question formats include:

"Imagine that you go to sleep tonight and a miracle happens. Your drug and other problems are gone. But, because you are asleep, you don't know the miracle has happened. When you wake up tomorrow, what will you notice first that tells you a miracle has happened and things are different? What else?"

"Imagine that we are now six months or more in the future, after we have worked together and the problems that placed you under supervision have been resolved. What will be different in your life, 12 months from now, that will tell you the problem is solved? What else?"

The miracle question allows persons under supervision to put down the problem and to begin to look at what will happen when their problem is not present. When they imagine what a positive future may look like, they automatically begin to view difficulties as transitory rather than everlasting. This type of question may seem strange to some persons with whom you work, so you may even want to preface the question by saying something such as "I have a strange, perhaps unusual question, a question that takes some imagination" (de Shazer, n.d.).

When an individual under supervision responds to a miracle question by saying something like "winning the lottery" or "playing for the NBA," using humor and a statement that helps normalize the answer such as "Wouldn't we all like that?" can be an effective way for staff to respond. Appropriate follow-up questions that can help shape the evolving description into small, specific, behavioral goals include:

- "What will be the smallest sign that this outcome is happening? The first sign?"
- "What will you be doing instead of the problem behavior?"
- "What do you know about yourself, your family, or your past that tells you this could happen for you?"

While the miracle question can be a useful strategy, it is not a strategy to use with all individuals under supervision. For example, a miracle question is not a good strategy when talking with mentally ill individuals under supervision. It is also not a question you would ask soon after you meet and begin working with an

individual under supervision or his family. It is better to use this type of questioning strategy when you have developed a rapport with the person or family.

Scaling Questions

Scaling questions are those in which the supervision officer asks a question and then asks the person under supervision to indicate on a scale from 1 to 10 where they are now (with 10 being problem solved and 1 being when the problem was at its worst). Family members of the individual also can be asked the same scaling question to see how their responses compare. It is a good way to find out how people under supervision and their families perceive their progress in working on their own problems and to gather valuable information on their previous problem-solving efforts. It also serves to identify how individuals under supervision and their families perceive the severity of the problem. If the same question is asked over the course of supervision, it also can help people see how their feelings change over time. See figure III-2 for a sample scenario involving a scaling question.

Scaling questions gather subjective appraisals of progress already made and further work to be done; they establish a baseline for measuring future progress. Follow-up questions such as, "You said a moment ago that you are at a 3. What would have to happen for you to move to a 4, just up one step? No, not 10, with the problem solved. Think again to what just getting to 4 would look like," can identify small efforts that are believed important.

Survival Questions

Survival questions help supervision officers find out about resilience in the face of adversity from individuals under supervision and their families. A sample survival question might be, "I know things are tough now, but I am really interested in just how you (this family) have survived. How have you kept going in the face of all

Figure III-2

SAMPLE SCALING QUESTION

A probation officer is talking with the individual under supervision and his wife about progress being made toward issues around the individual's substance abuse. The individual under supervision has a long history of substance abuse and past failed attempts at sobriety. The officer asks the individual under supervision, "On a scale of 1 to 10, with 10 being the problem solved and 1 being the worst, how are things at home right now?" The individual indicates that things are great at home and rates home life at a 10.

His wife agrees when asked the same question; however, she indicates that if he relapses she will re-scale it to a "1." In this situation, the wife of the individual (someone he cares about) is telling him that she won't be okay if he relapses this time. Her letting him know this is much more powerful than the probation officer telling him not to relapse. By just this simple interaction, the supervision officer was able to engage a family member in a way that leverages support and reinforces supervision goals (sobriety).
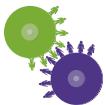
these problems?"

Any version of this question expresses respect for their resilience. Often supervision officers will look at a person under supervision or their family and say, "How can they live like that?" Families do survive and sometimes thrive in situations that would seem intolerable for many of us. Survival questions focus on and amplify survival qualities, and help us respect these abilities. Through follow-up to survival questions, we can work to identify internal resources of individual family members; external resources they have marshaled; and the intangible resources of family connections, history, and dynamics.

Exception Questions

When a problem occurs or people begin to violate a condition of their supervision, exception questions help individuals reflect back on when things were going right or working well in their life (e.g., when they were maintaining sobriety, when they were employed) and identify what may have been different in their life at that point that they could possibly build upon again (e.g., they were going to AA meetings regularly, they had a friend who took them to work every day when they lost their license). When a problem presents itself, some sample exception questions to ask include:

- Were there times recently when the problem did not occur?
- When was the most recent time when you were able to [perform the desired behavior]?
  - How did that happen?
  - What was different?
  - Who was involved?

Techniques to Use When Managing Resistance

There may be times when supervision officers meet resistance when utilizing some of the strategies identified above. When this happens, it is a sign that it may be time to change strategies. In every encounter and in every relationship, each person's behavior affects the behavior of the other person. When viewed in this manner, one person is not resisting—the resistance is created by both parties. Therefore, when supervision officers meet resistance, it is helpful to consider what the officer may be doing to contribute to the resistance. For example, is the supervision officer assuming the role of expert, thereby excluding the family from that role? If so, asking questions using supportive inquiry techniques may assist in putting the officer back into more of a facilitator's role and recognizing that individuals are the experts of their own families.

There are three additional techniques that can be used when managing resistance:

- *Reframing:* Reframe or re-cast objections by attributing a positive motive and showing how the desired behavior addresses that motive. For example, if an individual under supervision indicates he does not want to involve his mother and grandmother because he has "put them through enough already," acknowledge his protectiveness toward his family (which is praiseworthy) and then show him how involving his family in fact helps them see how this time is different (assuming you have shown how "this time is different").
- *Use of self:* Careful, well-thought-out self-disclosure by a community supervision officer can be effective in dismantling resistance. This does not mean to share your personal experiences with the individual under supervision or their family. Rather, it refers to sharing yourself in the moment. For example, you might

say, "I'm confused. On the one hand you say you are deeply committed to turning your life around and to recovery. But on the other hand, you don't attend AA and missed three days at your program this week. Can you help me understand that?" Or say, "I don't know where to go next. I've racked my brains and come up with what I think are some good ideas, but you disagree. I'm a little frustrated. What should we do now?"

- *Active listening:* Demonstrate that you have heard and understand the concerns of the individual under supervision or family member by giving signals and feedback. Giving periodic feedback allows persons to correct us when we have misunderstood and may allow them to clarify their ideas through hearing how they are perceived and experienced by others. More on active listening may be found on page 17.

MAPPING TOOLS

There are two mapping tools that Family Justice indicates are often helpful when working with individuals under supervision within a Family Support Approach—genograms and ecomaps.

Genograms

Genograms are often used by treatment practitioners in a clinical setting; however, they also can be very useful for community corrections professionals. A genogram is essentially a family tree that shows elements of a family and the nature of its relationships. Common information about people depicted in a genogram includes:

- Gender
- Date of birth
- Living or deceased
- Cause of death
- Chronic illness (including mental illness, substance abuse, HIV/AIDS, diabetes, hypertension)
- Education
- Marital status
- Occupation (including retirement and disability)
- Location of birth
- Primary language
- Status as adopted or foster child
- Religion, observant or not
- Criminal justice involvement, history, and status
- Current whereabouts
- Alcohol or drug use
- Tobacco use

Traditionally, genograms highlight problems and deficits. They are especially helpful in highlighting generational patterns such as substance abuse, involvement in the justice or social service system, mental illness, They have not always been particularly useful in strength-based practice. However, genograms can be adapted
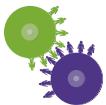
so they support strength-based practice. Other information that could be included on a genogram that could be helpful in identifying someone who could support a person under supervision include:

- Graduation/attendance at college/high school
- Languages spoken
- Owns a car
- Has a driver's license
- Employed
- Computer literate
- Owns a home
- Lives nearby
- Owns a business

Connections that could be depicted on a genogram include:

- Who lives together
- Who's speaking to each other
- Healthy alliances
- Long-term relationships

When creating genograms, it is important that the person under supervision and his or her family play an active role in creating the map. By doing so, the map is more likely to be accurate. The collaborative process can reduce shame that is often attached to telling a stranger about life events and situations that are typically stigmatized. The process also can help individuals under supervision and their family recognize strengths and see connections and patterns in their family for the first time or in new ways and may result in an opportunity for them to consider how they can shift these patterns.

Examine the following sample genogram.

Genogram of Family "R"

☐	MALE	
○	FEMALE	
▬	SUBSTANCE ABUSE	
▬	CRIMINAL JUSTICE INVOLVEMENT	
●	CHRONIC ILLNESS	
▮	MENTAL ILLNESS	
⊗	DECEASED	
⌐_	MARRIED	
⌐⅄⌐	SEPARATED	
⌐⅄⌐	DIVORCED	
⟸	FAMILY VIOLENCE	
○	EMPLOYED	
○	RELIGIOUS AFFILIATION	
○	HIGH SCHOOL GRADUATE	

Lee S., d. 1997 — Julia S., 75

Paul S., 57 — Jose S., d. 2006 — Ruth R., 53 Parole — Roberto R., 54

Donna A., 21 Incarcerated — Jose R., 24 — Juan R., 17

Liza A., 7 — Lara A., 5
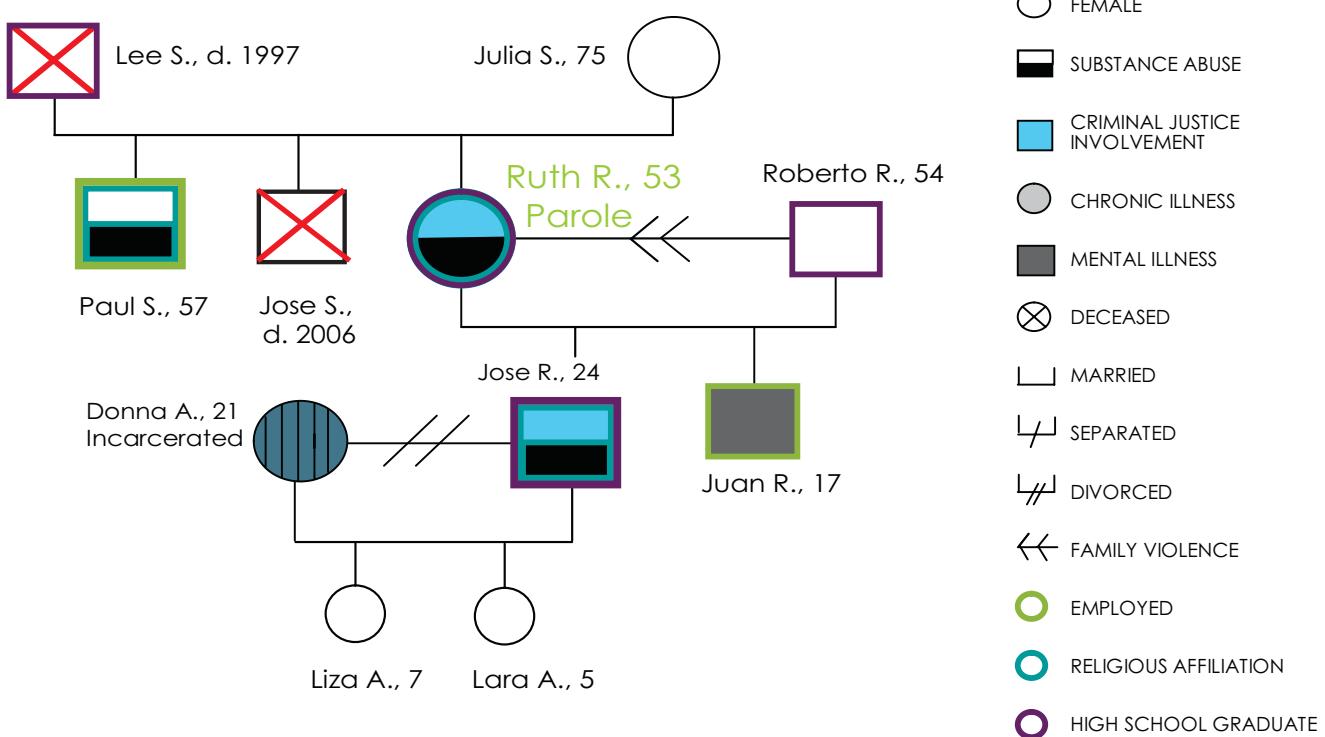
In this example, Ruth is the individual under supervision. All of the information you see depicted on the genogram came up during the course of interviewing Ruth. For example, you will notice that persons with mental illness are depicted on the genogram. Ruth was not asked, "Who in your family has a mental illness?" This information was revealed during a discussion of health issues with which she or family members are struggling. You can see on this map not only challenges for Ruth and her family (e.g., substance abuse, criminal justice involvement, mental illness, chronic illness, death, family violence, broken marriages), but you can also see positive aspects or strengths of Ruth and her family members (e.g., employment, intact marriages, religious affiliations, academic achievement).

In this example, one of the things that Ruth was able to see when viewing her family history in this visual context was that Liza and Lara (her grandchildren) were basically empty circles. This symbolized hope that their future could be different and caused her to reflect on how her future actions could help put them on a different trajectory than that of their parents, grandparents, etc.

Figure III-3

BASIC RULES FOR CONSTRUCTING A GENOGRAM

1 A circle is a symbol for a woman and is placed to the right.

2 A square is a symbol for a man and is placed to the left.

3 A family is shown by a horizontal line connecting the two.

4 One slash through the horizontal line connecting a man and woman signifies a separation.

5 Two slashes through the horizontal line connecting a man and a woman signifies a divorce.

6 If the genogram shows a person's past and current relationships, the person should be placed closest to his or her current partner.

7 The children are placed below the family line from the oldest to the youngest, left to right.

(GenoPro, n.d.)

Do not be overwhelmed by the seeming complexity of the above visual representation of a genogram. While it contains multiple colors and fancy symbols, it is recognized that when you construct a genogram with an individual it may not look this fancy.

See Figure III-3 for a few basic rules to use when constructing genograms that will help keep it more organized. Beyond that, you can use your own creativity to depict the other information. You can find articles online that provide other tips. If you prefer, you can also write information about the individuals beside their symbols instead of using different patterns and colors within the circle. Just do what will work best for you and what will still allow the individual and his or her family to view the information visually.

While genograms do a good job of showing connections that people have within their families, this is only part of the picture. The Family Support Approach defines family more broadly than the nuclear family and recognizes that individuals are also connected to a variety of other people and institutions within their community. The next mapping tool discussed—ecomaps—can assist in capturing that kind of information.

Ecomaps

An ecomap is a visual representation of valuable resources outside the blood family. Visually, an ecomap resembles a diagram of a solar system or atom—family (or the persons with which the individual under supervision resides—not necessarily blood family) in the center and other important people and institutions depicted with circles around the center like planets around the sun or electrons around a nucleus.

An ecomap is more than just a list of resources, however. It can also display conflicts between service providers and highlight the need for coordination

(which is a vital role that community corrections professionals can play). Once the individual identifies the persons and institutions with whom he or she interacts, they are instructed to draw lines from the center circle (family) to each of the outside circles and indicate the type of relationship the individual or family member has with each entity. Typically, a straight line represents a neutral relationship, a double line represents a strong positive relationship, and a jagged or zigzag line represents a challenged relationship. The person also can indicate the type of relationships various entities have with each other (if known).

It is a good way to put information received from the risk/needs assessment into a visual context and can help community supervision staff and/or the individual under supervision identify sources of support that might be tapped in new ways. It also can be helpful to show the various systems with which the person interacts in this way so community corrections officers can begin to recognize the myriad constraints (and conditions) under which the individual is living. For example, there may be ways the community supervision officer can modify reporting or other conditions of supervision to avoid unnecessary conflicts with the supervised individual's time or resources.

The following are some possible connections that may appear on someone's ecomap:
- Church/other faith-based institution
- Childcare
- School/teacher: own, children's
- Workplace: employer, supervisor, co-workers
- Girlfriend/boyfriend/spouse/partner
- Co-parent of a child
- Vocational training
- Mentor/sponsor
- Substance abuse treatment program
- Mental health treatment program
- Medical care provider
- Child protective services/parenting class
- Welfare
- Medicaid
- Supplemental Security Income (SSI)
- Probation/parole
- Landlord/public housing authority
- Gang/peer group
- Neighbors
- Court
- Government entities (federal, state, local)
- Mutual aid groups, such as 12-step programs, Rational Recovery
- Informal organizations and groups such as social clubs, sports teams, etc.

These types of connections can be identified by using motivational interviewing and supportive inquiry interviewing techniques discussed previously. A helpful way to start is by telling the individual that the ecomap represents a walk through a week of his or her life. Ask open-ended questions and prompt them, if needed (e.g., Where do you go? With whom do you interact? Who helps you? Family, neighbors, social service agencies, schools?). Some other sample questions to ask include:

- What do you do on Saturday afternoon? Sunday evening?
- When did someone in your family go to a doctor or hospital? Where did they go?
- Where did you live before your current home?
- Who picks your children up from school?
- Whom do you help?
- Who asks you for help?

The following is a sample ecomap.

Ecomap of Family "R"
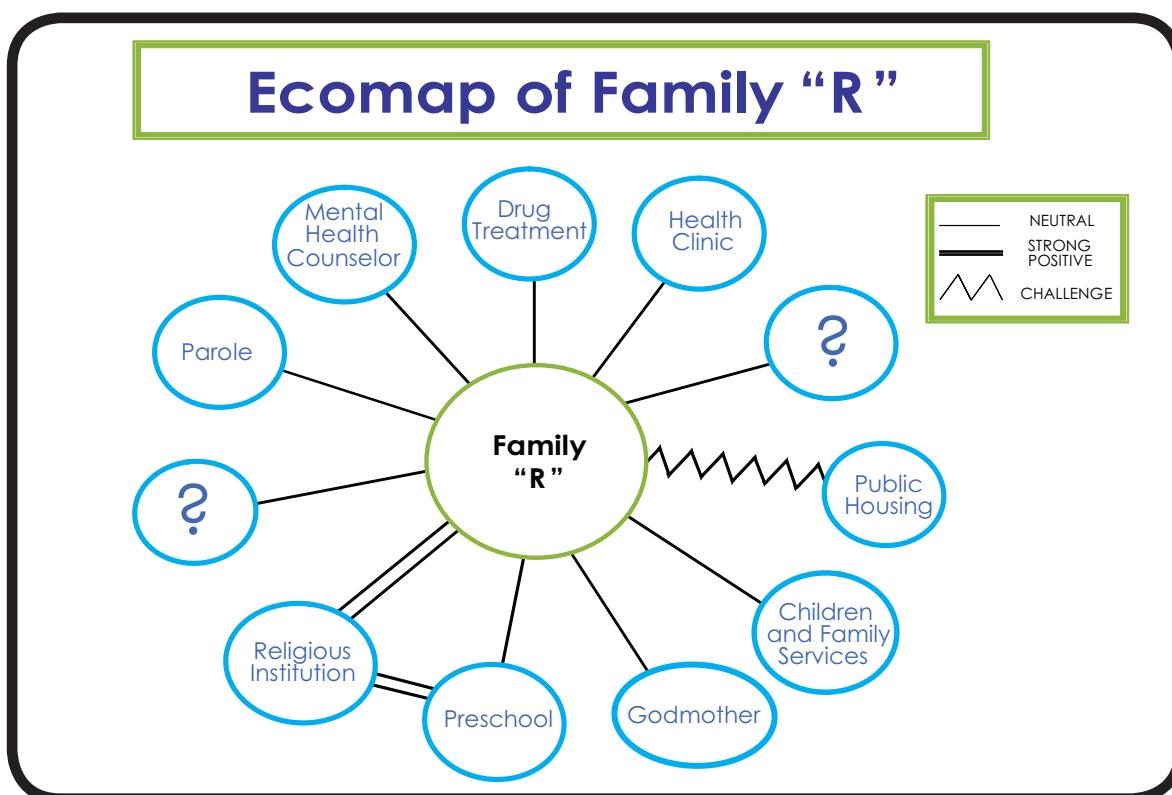
Just from a cursory glance, from this example, you notice that Family "R" is involved in multiple systems. When seen visually, this can often be an eye-opening experience for the people you supervise—and may be the first time they realize all of the people/agencies/entities with which they are involved. The other thing that is noted is that many of the agencies/systems with which they are involved are not systems they would typically choose (e.g., services forced upon them such as parole, drug treatment, mental health, child and family services). The goal during supervision and the challenge for the individual is to see his or her ecomap change over time so that the systems with which they are involved are more systems or agencies of choice.
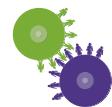
You also may notice in this example that the family is experiencing challenges related to housing issues—which can be a major stressor. If housing is ultimately terminated, it could present problems with completing supervision. You also notice that the family has a strong and positive relationship with their religious institution. It would be helpful to explore this more with the individual to determine, for example, if there are additional services provided through the church that the family could access.

CONCLUSION

This section provided an overview of some of the primary tools and techniques used to implement the Family Support Approach for Community Supervision. The next section will provide more examples of how these tools and techniques can be used in your daily work with individuals under supervision.
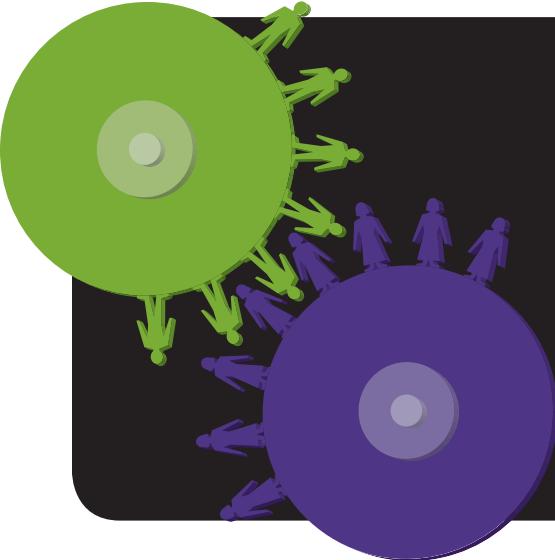
SECTION IV:
Applying the Guiding Principles of the Family Support Approach for Community Supervision

The purpose of this section is to provide some examples of how to incorporate and implement the principles of the Family Support Approach for Community Supervision within the major components of community supervision practice—assessment, case planning, and monitoring and enforcement.

A question often asked in training seminars on the Family Support Approach for Community Supervision is, "Who should I use these techniques on?" It is not suggested that supervision officers utilize all the techniques and tools of the Family Support Approach with all individuals on their caseload! We recognize your time and resources are limited; therefore, be selective as to when (and for whom) they are used. The extent to which a supervision officer needs to help individuals activate support from families and other social networks (and at what stage of supervision these supports need to be activated) will vary from client to client. Just as in many of your interactions with individuals under supervision, you need to consider the information you gather on an individual's family and social networks and employ your discretion as to who seems to be in the most need of looking for and tapping into families and social networks to succeed.

For example, it would probably not be necessary to develop a genogram or ecomap for an individual under supervision who is easily able to identify his social networks of support and is complying with his conditions and functioning well under supervision. However, if you are working with an individual who is involved with many systems and is having trouble keeping track of everything, an ecomap might be appropriate. If you are working with an individual with a long family history of substance abuse and criminal activity who is struggling with his own sobriety and having a difficult time complying with his terms of probation, a genogram might be a helpful resource. Families are complex and sometimes it helps to see one's family depicted visually, especially when an individual has repeated his or her history so many times he or she begins to feel divorced from his or her own story.

ASSESSMENT

Assessment of individuals under supervision—whether it is through the use of formal risk and needs assessment instruments or through information gathered by supervision officers through routine interactions and observations with individuals under supervision—is a primary function of probation and parole practice. As a supervision officer, you regularly gather information to help determine the individual's risk level, as well as to determine what needs the individual has that should be addressed and considered during the development of a case plan and for use during the monitoring and enforcement phase of supervision. However, by applying guiding principles of the Family Support Approach for Community Supervision, the assessment phase also becomes a forum for gathering information to help identify a supervised individual's strengths and social networks that can be tapped in other aspects of the supervision process (now and later) to facilitate compliance with conditions of supervision and motivate behavioral change. The assessment phase also offers a means for building a better understanding of the context in which the individual under supervision exists and how his or her interactions with others may affect his or her behavior, positively or negatively.

Identifying Family and Social Networks of Support

Remember, in the Family Support Approach, family is defined by each individual and can include blood relatives, friends, and other significant individuals who share a long-standing mutual sense of commitment and responsibility. Therefore, a helpful strategy to use during the assessment phase to begin gathering some of the information discussed above is to use supportive inquiry techniques by asking relational questions such as:

- Who was the last person who asked you for help?
- Who was the last person who helped you out or told you when you "get it together" call me?
- When you have good news, who do you first think of sharing it with?
- Who takes care of your children when you are out?
- Who do you rely on for help?

When helping individuals identify family members and social networks that may be able to provide support during the supervision process, it is also important to be aware of who on the list may have been harmed in some way either directly or indirectly by the individual's behavior and how they have been harmed. In many cases, the family is a supervised individual's first victim and often suffers a great deal of emotional harm as a result of the individual's actions. However, families are also often the first to want to forgive and see improvement in their loved one. By seeking information on who has been harmed and how, supervision officers can avoid encouraging a relationship that may appear to be supportive, but in reality may be damaged and in need of repair, if possible, prior to any support being offered.

For example, suppose an individual is being considered for release from prison; however, a condition of his release is being able to find a place to live. His mother is contacted and told that her son is being considered for release and she is asked if she would be willing to let him come live with her. She loves her son and agrees that he can live with her upon his release. Many times, the line of questioning may stop here. The problem of finding a place for the individual to live has been solved. However, by recognizing that family members often are the first victim and that family dynamics are complex, more questions should be asked to explore the nature of the

relationship between the mother and her son to determine if this placement is going to cause her (or her son) unintended harm or possibly be a detriment to his success with supervision. Suggestions for how to respond when harm is identified is discussed in more detail on page 35.

Individuals under supervision also may identify social networks of support that are negative in nature or could hinder the individual's ability to successfully comply with supervision requirements. In these cases, these relationships must be challenged. See page 35 for more information on challenging negative influences during case planning.

> **When approaching supervision from a family support approach, this information is still gathered; however, efforts are also made to learn more about the role of social networks in an individual's life, with the intention of helping them uncover strengths and understand how to tap into that support to enhance supervision outcomes and facilitate behavioral change.**

Assessing the Influence of Family and Social Networks of Support

Information gathered about individuals under supervision during the assessment phase often includes factual information about their background, criminal history, family, education, and employment history. When approaching supervision from a family support approach, this information is still gathered; however, efforts are also made to learn more about the role of social networks in an individual's life, with the intention of helping them uncover strengths and understand how to tap into that support to enhance supervision outcomes and facilitate behavioral change.

The following are some examples of how supervision officers can use supportive inquiry techniques during the assessment phase to begin collecting information about the individual's strengths and networks of social support. Keep in mind that information gained on strengths and social supports can be used at any point during the supervision process—it is not limited to use during the assessment phase. However, if you make the effort to begin collecting it from the initial contact with the individual under supervision, you will already have resources to draw upon and can encourage the individual to draw upon them during other points in the supervision process.

A common line of questioning during the first contact with an individual under supervision relates to their employment history. Typical questions asked include:

- Are you employed?
- Where do you work now?
- How long have you worked there?
- Where did you work before that?

The Family Support Approach encourages the supervision officer to approach the same topic with questions that could potentially identify strengths and possible social supports. Therefore, using supportive inquiry techniques, the supervision officer would also ask questions designed to elicit more detailed information on the role the job plays in the supervised individual's life and how it may serve as a social support such as:

- Do you see yourself in this job long term?
- Do you socialize with co-workers outside of work?
- What do you like most about your current job? What do you like least?

Another example relates to the type of information solicited when talking about who lives in the home. Typical information gathered includes who lives in the house, what their names and ages are, and what, if any, previous criminal history they may have. Here again, instead of focusing just on factual information about individuals who reside in the home, more information would be solicited about the relationships between persons who live in the house in relation to the individual under supervision and to each other (e.g., How do you get along with your father, wife, sister, brother?). This line of questioning helps gather information about strengths and social supports within the family that may aid supervision goals, as well as useful information about issues going on within the family that might inhibit success on supervision.

Using Genograms and Ecomaps During Assessment

Genograms and ecomaps can assist supervision officers and individuals under supervision organize assessment information visually to see natural connections, as well as patterns of behavior, more clearly. Remember, mapping tools are the most useful when constructed in tandem with individuals under supervision and/or their family. They provide individuals under supervision and their families an opportunity to tell their story. Information is recorded visually so that valuable information can be seen at a glance and can be used by community corrections practitioners for filling gaps in support by tapping hidden resources that might otherwise go unused or underutilized.

There are several ways in which you can help individuals under supervision construct their genogram. The preferred method is for you to ask them a series of guiding questions (using supportive inquiry techniques) to help them begin to develop their genogram in tandem with you. Many times, the questions you already ask when conducting your initial interviews or conducting risk and needs or other assessments with individuals under supervision during the assessment phase are a good place to start in eliciting information to include on a genogram. However, make sure you ask questions designed to identify family strengths and resources too—not just deficits and challenges in a family's life. Refer to pages 21-22 for example lines of questioning. Just remember, information recorded on the genogram is limited to blood family relationships—not other types of social networks.

At times it may be difficult to construct a genogram during limited time available for an office visit or home contact. If that is the case, you can also ask that an individual under supervision go home and construct their genogram with his or her family members. For this to be done effectively, it would be helpful if you would provide them with a sample genogram and a list of some guiding questions to consider with their family members.

Although not the preferred method, there are some instances in which community corrections officers have chosen to take information gleaned during the assessment process and organize it into a genogram themselves. The officers then show it to the individual under supervision at a later appointment and ask for verification and clarification of information depicted, as well as find out if there are other things the individual wants to add.

Ecomaps are often easier and quicker to develop than genograms. Remember, the ecomap diagrams the social, community, and government services available to a family such as health clinics, schools, and places of worship. It also identifies people who are regularly engaged in that person's life but with whom they do not live. During the assessment phase, it is a great tool for helping to gain a better understanding of the array of systems with which an individual under supervision may be interacting. It can evoke a powerful "a-ha" moment with many individuals you supervise. They often see, for the first time, the variety of systems playing a role in or asserting control over their life. They also see how many of those systems are not of their choosing, but rather are forced upon them.

Some community corrections officers also use the ecomap as a quick reference guide for collateral contacts they need to be in touch with during the individual's supervision process, by recording the names and phone numbers of the persons at the various agencies next to their respective circles on the ecomap (e.g., social services, substance abuse treatment facility).

KEY POINTS TO REMEMBER

Some issues to consider during the assessment stage include:

1   **Use supportive inquiry techniques when interviewing individuals under supervision to begin identifying their families and social networks of support (includes blood relatives, friends, and significant individuals who share a long-standing mutual sense of commitment and responsibility).**

2   **Use supportive inquiry techniques to help individuals identify the strengths that may help them meet their supervision goals.**

3   **Examine gathered information to better understand the context in which the individual under supervision lives and how his or her interactions with his family and social networks may affect his or her behavior (positively or negatively). Also be aware of who the individual has identified as having been harmed in some way (directly or indirectly) by the individual's behavior and how they have been harmed.**

4   **Assess the influence of identified family members and social networks of support by using supportive inquiry techniques to learn more about the role of the family members and social networks in the individual's life. This can help them uncover strengths and understand how to tap into that support to enhance supervision outcomes and facilitate behavioral change.**

5   **Use genograms and ecomaps to organize information visually to help individuals under supervision see natural connections, as well as patterns of behavior, more clearly.**

CASE PLANNING

After gathering of information during the assessment phase, the next step is to take that information and develop an individualized case plan, whether formal or informal, that outlines the goals and objectives for the supervision process. Typical elements of a case plan include a statement of the problem to be addressed, behavioral objectives, conditions of supervision, and action plans for the individual under supervision and the supervision officer. When developing goals and objectives for a case plan, consider the following (Monchick, Scheyett, & Pfieffer, 2006):

- Create goals, objectives, and task-oriented strategies based on information obtained during the assessment process.
- Whenever possible, involve the individual under supervision and his or her family in the development of the case plan and in the prioritization of objectives. As during the assessment phase, supportive inquiry techniques can be helpful to use here. Families have important information about the individual under supervision that can be helpful for case planning. For example, they often know about old hangouts or undesirable peers that should be avoided. They also often understand intimately how to motivate their loved one and what they really care about. For example, a man's mother knows how dedicated he is to his young son and, as a result, volunteers to supervise their visits and model good parenting skills. She also might suggest the probation officer talk with her son about the affect his failure would have on his ability to regain custody of his son (Shapiro & Schwartz, 2001).
- Goals, objectives, and strategies should be framed in a positive and strength-based way (e.g., focus on things to achieve rather than on things to avoid). They should be reasonable and attainable, behaviorally specific and measurable, include time frames, and clearly define responsibility for actions. Agreed-upon incentives and sanctions should be tied to the completion or lack of completion of each objective. Smaller, short-term goals may be useful in building an individual's confidence.
- Always have at least one easily attainable goal within the case plan! Incorporate an objective that can be accomplished right now.

Look for Natural Connections and Ways Connections Can Be Supported

The ultimate task in the Family Support Approach during the case planning phase of supervision is to look for natural connections that person has with other persons and institutions and to determine ways in which those connections can be supported and can act as a support for the individual throughout the supervision process—and then to build those into the case plan. For example, a sister with a strong history of employment and ties to the community can model employment skills and can network to help her brother find a job; an uncle who is an active member of a local church can help his nephew access services and resources available through the local congregation; a mother, who is also a recovering alcoholic, can offer her support to her daughter who is trying to abstain from using substances, as well as the support of her sponsors (Shapiro & Schwartz, 2001).

Look for relationships that are going to have the ability to provide long-term support and ways those relationships can be strengthened. At times, leveraging support of social networks may just require you to acknowledge or point out the connection and encourage your client to seek appropriate assistance and build this

into their action plan. Other times, you may need to take a more active role by talking with the family members and soliciting their support. Ultimately, active involvement of individuals and their families demonstrates that we recognize that families are experts of their own affairs and can result in more support and buy-in to the supervision process and its outcomes.

Capitalize on Identified Strengths

It's the strengths that people have that get them through the challenges they face in life. Change cannot be forced on someone; it has to come from within. Once (and whenever) strengths of individuals, families, and communities are identified, it is important to help the individual under supervision capitalize on those strengths in the case plan in a way that will assist him or her in changing his or her behavior and reducing his or her likelihood of re-offending.

For example, during the case planning process, you may be trying to help an individual under supervision determine how to begin to repair a strained relationship with his mother and how to access services that may help him use his free time in more productive and prosocial ways. While engaging in some supportive inquiry questioning with him about his family, he tells you that his mother is very involved at the local church and attends services regularly. As a result, you ask if he has ever been involved with the church. He reveals that when he was a child he went with his mom to church and Sundays were a good day in his house; however, he hasn't been to church in years. Based on this knowledge, a suggestion might be made that he attend church with his mother. You may also indicate that you are aware that the church offers some programming that might be helpful to him. By making these suggestions you are facilitating a process that may provide a way for him to reconnect with his mother and to check into and benefit from programming in his community that might be of assistance.

In the example just described, the supervision officer may have never even met or talked to the mother. However, through this type of dialogue with the individual under supervision, the officer expresses interest in learning more about his positive social networks and not just about the anti-social aspects. This is also a clear way of letting people know what they should be doing versus focusing on what they should not be doing. It is not recommended that a supervision officer recommend that this individual go to church just for the sake of going; the idea must be generated from interests and strengths he identified within his family.

Suppose you are working on a case plan with an individual under supervision and one of that person's objectives is to find and maintain employment. In discussions with the individual, he relates that he is having difficulty finding a job because he has no transportation. On the genogram, you notice that his aunt lives nearby, is retired, and owns a car. This would be a resource to try to tap to assist your client in getting to and from work that would support him in complying with his case plan.

Wherever possible, be intentional with incorporating this type of information by including strategies in the case or supervision plan that build on identified strengths, and by updating the plan, as needed, throughout the period of supervision.
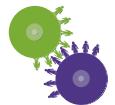
Challenge Negative Influences

Not all of an individual's family members and social networks are ones that should be encouraged. Some people within an individual's social network may be more likely to hinder the individual's efforts to change. Supervision officers often are very aware of these negative influences, and, when they note them, need to challenge those relationships and help the individual identify and tap into more positive ones.

For example, a common condition of supervision requires individuals under supervision to stay away from fellow gang members. Just because they are told to stay away, doesn't mean they will. Relational questions asked during supportive inquiry can give community supervision officers a better understanding of how simple or hard it may be for individuals to comply with this type of condition of supervision. For example, if they identify their fellow gang members as their family and are not able to identify pro-social systems of support, then it will be important for the community supervision officer to work with them on how they can go about changing that aspect of their lives. For example, the community supervision officer could use motivational interviewing techniques by saying something to the individual such as, "You identify your fellow gang members as your social support, but you also say that you want to be successful on supervision. How is hanging out with your fellow gang members going to help you achieve your goals?"

Once the individual sees the incongruous nature of the relationship between hanging out with gang members and staying out of legal trouble, the community supervision officer can begin working with them on how to build more appropriate networks and disengaging from their former peers. If you tell the individual under supervision that it is not good for them to hang out with their friends (gang members), then the individual will be more likely to defend his decision or his friends. Instead, you want to ask questions that will help them think about the compatibility of their actions with their goals and move them toward ambivalence so they can see the problem themselves and begin working on their own solution.

Invest in Relationship Repair

Many family members are burnt-out from past mistreatment from the person on supervision, and in some cases may be the individual's first victims. For example, individuals under supervision who are struggling with addiction have often alienated their loved ones through broken promises and relapses. There are other family members of individuals under supervision who have suffered material loss and emotional and physical harm as a result of their loved one's actions. Without support, it may be difficult for families to continue to assist their loved ones (Shapiro & Schwartz, 2001).

> **Some people within an individual's social network may be more likely to hinder the individual's efforts to change. Supervision officers often are very aware of these negative influences, and, when they note them, need to challenge those relationships and help the individual identify and tap into more positive ones.**
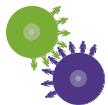
Building on a previous scenario in which the mother agrees to allow her son to come live with her so that he can be released from prison (discussed on the bottom of page 29), suppose that more in-depth questions are asked that explore the relationship between the mother and the son to determine if this is an appropriate placement and, therefore, should be part of the individual's case plan. Suppose further questioning reveals this is the third time her son has been released from prison and returned home. Each subsequent time he was at home he was emotionally abusive to his mother and, although she loves him and wants to help him by letting him live with her, she is also somewhat intimidated and afraid of him. For this relationship to function in a supportive manner that will be conducive to positive outcomes for both the mother and her son, it may be necessary to direct the family to resources that can help them repair their relationship (e.g., mediation) and help them establish rules and boundaries that will promote a more respectful home life upon his return (e.g., individual and family counseling, more home contacts by the supervision officer).

CONSIDER THIS:

Patricia Minuchin, Jorge Colapinto, and Salvador Minuchin (1998) in *Working with Families of the Poor*, points out an interesting paradox. Human services professionals (and courts) are "experienced experts" on implications and meaning of interactive systems. In our work environment we are usually sensitive to hierarchies, rules, coalition alliances, subsystems, and conflict. We learn that changing or challenging the system's rules often has repercussions. Yet we remain insensitive to the web of systems that entangle and affect the individuals with whom we work. Why? How can we become more aware?

There are also times when individuals under supervision indicate that they do not want to involve their families. In these cases, it is good for supervision officers to try to find out why they don't want to involve them. Sometimes they may indicate they have already put their family members through enough and don't want to burden them with anything else. In essence, they are trying to protect their family members. In that case, the officer should reframe their resistance to having their family involved as protectiveness and then, if necessary, try to identify if the protectiveness truly means their family does not want to be involved or if it means the family is concerned about the individual's ability to make a behavioral change. Sometimes families ask individuals who are struggling with behavior change not to involve them until they have changed. That is a different message than "don't involve my family". Families are often struggling with the role they play in the individual's life and being brought into the process gives them a role.

Some families may have had negative experiences with agencies they have been involved with, or been blamed by those agencies for their loved one's behavior. Understanding, respecting, and reframing these attitudes and experiences, and investing in relationship repair among individuals, families, and agencies (when necessary, appropriate, and feasible), can help engage the family more productively in the supervision process. Rebuilding trust and respect needs to start, however, with the family, the community supervision agency, and the officer.

KEY POINTS TO REMEMBER

Some issues to consider during the case planning stage include:

1 Review and use information obtained through initial interviews and the assessment phase to develop an individualized case plan (formal or informal) that outlines goals and objectives for the supervision process.

2 Use supportive inquiry techniques to involve individuals and their families in developing the case plan and prioritizing objectives.

3 Leverage support from families and social networks of support. Look for and capitalize on natural connections individuals have with other people and institutions and determine how those connections can be supported and act as a support for the individual throughout their supervision process. Often, genograms and ecomaps can help you and the individual under supervision organize and see natural connections more clearly. Build these into the case plan.

4 Look for relationships that can provide long-term support and identify ways those relationships can be strengthened.

5 Use supportive inquiry techniques (and/or mapping tools) to identify and capitalize on identified strengths of individuals under supervision, families, and communities. Wherever possible, incorporate this type of information by including strategies in the case plan that build on identified strengths, and by updating the supervision plan, as needed, throughout the period of supervision.

6 Recognize that individuals often will identify negative influences within their families and social networks. Use supportive inquiry techniques to challenge those negative relationships and help the individual identify and tap into more positive ones.

7 Recognize that families can often be an individual's first victim. When possible and when it will facilitate a more supportive relationship for the individual, direct the family to resources that can help them repair their relationship and the harm that was caused.

8 Understand that some individuals under supervision will not want to involve their families. Use supportive inquiry techniques to help determine the reasoning behind their reluctance and resistance and then, if appropriate, help them reframe their reasons for not wanting their family to be involved (e.g., trying to protect their family).

MONITORING AND ENFORCEMENT

The ultimate goal of supervision is to (1) monitor behavior and compliance to protect public safety, (2), enforce the conditions of supervision to hold individuals accountable for their current offense, and (3) assist individuals under supervision in behavioral changes to reduce their chances of re-offending. This requires community supervision officers to perform dual roles as an enforcer of rules and as a facilitator of behavioral change. The conflict that supervision officers often feel between these two roles is not new; however, a results-oriented approach to supervision demands that a variety of strategies be employed to effectively reduce recidivism. Blending the enforcement role of supervision with the rehabilitative role offers opportunities for holding individuals accountable and for changing attitudes and behavior of individuals under supervision—all of which ultimately leads to enhanced public safety (Taxman, Shepardson, & Byrne, 2004). It also provides a way to involve and engage families and other networks of support in the supervision process to help facilitate change in attitudes and behavior.

> Under the Family Support Approach, the goal is to set up a triad in which the supervision officer and family are working together to support the individual under supervision and facilitate behavior change (e.g., "call me if you are concerned he is starting to relapse so we can determine what intervention is warranted").

Clarify the Role of Family

Assuring that individuals under supervision comply with their conditions of supervision and that issues of noncompliance are addressed in a timely manner can only be accomplished through close and consistent monitoring practices. As compared to families of individuals under supervision, the amount of time that community supervision officers spend with individuals under supervision is fairly limited. Therefore, families are in a unique position to provide support that a government entity cannot, as well as take note of warning signs that their loved one may be engaging in activities that are contrary to his or her conditions that could ultimately lead to a violation or revocation if not addressed promptly.

However, to be engaged and provide support, the family must be made aware of the individual's conditions. Sometimes, just the fact that a loved one knows what is required of someone under supervision is enough to keep him or her in compliance. Other times, if a family member sees the individual reconnecting with negative peer influences, he or she can cut it off quickly by saying something about it. This is not unlike making New Year's resolutions. If you tell someone your New Year's resolution, you are more likely to keep it than if you keep the New Year's resolution to yourself. Telling someone, "I'm going to lose 10 pounds," makes you feel more accountable.

A family-focused approach is dependent on a genuine partnership between supervision officer and the families of individuals under supervision, who likely share the same goal—to help the individual under supervision stay out of trouble (Shapiro & Schwartz, 2001). However, it is important to be clear about the role of the family and be cognizant of how families are "engaged" in the supervision process. Engaging families in supervision as part of the Family Support Approach does not mean we are deputizing them. Involving families can make a supervision officer's job easier by giving him or her another set of eyes; however, the type of information that is sought and the purpose for which it is sought from families can make a huge difference within the Family Support Approach.

Community supervision officers are often held accountable by their agencies for tracking what an individual is doing wrong, and so that is where the officer's focus will be. Added to that is the problem that some families are tired of what the individual under supervision has put them through and are looking for ways they may be able to manipulate the situation so they can get the officer to solve the family's problems for them. Keeping these factors in mind, you should strive to avoid setting up a dyad in which the family and supervision officer are in essence acting against the individual under supervision (e.g., "call me when he starts using drugs again").

Under the Family Support Approach, the goal is to set up a triad in which the supervision officer and family are working together to support the individual under supervision and facilitate behavior change (e.g., "call me if you are concerned he is starting to relapse so we can determine what intervention is warranted"). In practice, this can be difficult to execute, particularly for families who may be reluctant to contact a supervision officer with information about their family member because they are concerned about how the information may be used.

Use of Graduated Responses to Support the Family Support Approach

The use of graduated responses (less to more severe as the action indicates) can be a powerful tool for supervision officers in addressing some families' concerns and building a sense of trust between families and supervision officers—a critical aspect of the Family Support Approach. It also acknowledges that the change process (i.e., precontemplation, contemplation, preparation, action, and maintenance) for individuals is not always linear and can be especially problematic for individuals with chronic relapsing conditions, such as substance abuse.

Our society highly values self-determination and individualism, but in reality we all live in a web of interdependent relationships. Those connections often affect an individual's compliance. Families behave differently during times of transition and crisis. Change in one family members' behavior or circumstance (e.g., positive or negative influences; absent or dependent parent) is linked to the behavior or circumstances of another family member. For example the entry of an individual under supervision into treatment will cause a reaction and effect among other family members. If an individual under supervision lives with her mother and her mother suffers a debilitating stroke, this will have an impact on where the individual focuses her time and energy. Take these and other dynamics into account when working with individuals under supervision. Minimal knowledge of these dynamics can help you shape appropriate interventions and sanctions.

Figure IV-1

ONE OFFICER TELLS HOW INCORPORATING THE FAMILY SUPPORT APPROACH TURNED HER CLIENT AROUND

Officer Susan Quigley, of the Oklahoma Department of Corrections, shares her story of how she successfully engaged her client, John,[1] who previously was not responsive to her, through insights gained from a family member...

"I had a client on my caseload who initially received a deferred probation sentence. He appeared to have a good attitude and was willing to do what was needed from probation. Despite promising at each visit that he would begin to do his community service or attend a drug assessment, John never seemed to follow through. Eventually he stopped showing up and absconded supervision. By chance, when John returned to probation supervision, he was reassigned to me. When it was time to report to the office, he came with his sister, Pamela, because he did not have his own means of transportation. This office visit proved very important. I learned that Pamela did not have financial resources to offer John. She did however provide me with the key to unlock the communication barrier that existed between John and me. First of all, Pamela showed me that she was interested in him and wanted him to be successful. She praised John in front of me and told him that her children look up to him as a role model. She said that she was sad that he was in trouble because she wanted her children to be proud of him. Pamela offered to continue to provide transportation to the office as well as deliver my messages since John did not have a telephone. In a follow up private conversation with Pamela, she revealed something that would change the dynamics of my future interactions with John.

Pamela disclosed that John suffered from feelings of depression, because he had been in a car accident with his daughter. Apparently, his daughter was not wearing her seat belt as she was asleep in the back seat of the car. As a result, she was thrown from the vehicle, and she died in his arms. Pamela said John had never gotten over the accident, which also caused his marriage to fall apart, because his wife blamed him for the death of their daughter.

After learning this information, I referred John for counseling under the guise of counseling for domestic violence (based on a misdemeanor charge against a girl friend, even though this was not required for his supervision). Since John felt he was required to complete this program as part of his probation, he went without question. After two additional meetings, he admitted that he and his counselor spoke about some of his past issues with grief and that he was beginning to feel a lot better after talking about it. He has also been able to make amends with his estranged wife and to see his surviving children. He began working harder and paying back child support (another source of contention between the couple). He completed his requirement for community service and drug treatment as originally requested by the court.

John is proud that he has been able to get treatment and feels proud of himself for having completed the original mandates of probation. Pamela continues to support him and in turn he spends more of his free time with his nephews and tries to talk to them about not making mistakes in life. The client has made several changes in his life and has matured greatly. Although, he is still having a hard time making his scheduled appointments, he manages to come in each month. I believe that if his sister had not become involved in his probation supervision and provided a supportive role, not only would my attitude towards him as an officer be different, but I feel he would not have been nearly as successful in his progress.

None of these interactions took a great deal of my time, nor did they cost any money. A simple visit with Pamela became the catalyst for change and compliance which had not been accomplished before. In this instance, the only thing that changed was that time was taken to talk to and gain insight from a family member. I probably would not have referred John for counseling, if I had just looked at the court requirements, instead of using the flexibility we have as officers to add additional stipulations or make referrals if new problems occur. I know that I work with a lot of people who are just as caring and who are just as capable of accomplishing this type of outcome given the opportunity. Sometimes we get overwhelmed and overlook simple opportunities to obtain help for our clients."

This text originally appeared in an article written by Justin Jones and Carol Shapiro titled "The Oklahoma Family Justice Project: Improving Outcomes One Family at a Time" that was published in *Perspectives*, Winter 2007, Volume 31, Number 1, pages 30-34. It has been reprinted with permission from the American Probation and Parole Association.

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1 *All client and family member names are pseudonyms.*
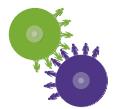
Within a graduated response approach, violations of terms of probation or parole are not necessarily subject to automatic court appearance or revocation hearing. Graduated responses should encompass a balance of sanctions (e.g., disciplinary action aimed a noncompliant behavior) and incentives (e.g., motivational response designed to reinforce positive behavior) (National Institute on Drug Abuse, 2006). They also should be outlined and incorporated into the case plan. This information should be communicated to individuals and their families so they will have a sense of the type and progression of consequences and an indication of the possible rewards for positive behavior. Doing so may allay some of the family's fears regarding how certain communications with the supervision officer may be utilized and help them understand how information they may provide (including information about positive things the individual under supervision is doing and information about when he or she may be getting ready to violate conditions) may assist the officer in facilitating behavioral change and reducing the propensity of an individual to re-offend.

Finding Solutions by Engaging Individuals Under Supervision and Families

Encountering and determining ways to overcome problems and issues of individuals under supervision is a major part of monitoring and enforcement activities. Sometimes family members can provide insight about a supervised individual's life that can help a supervision officer identify more effective interventions (see Figure IV-1). Other times solutions to problems can be found by working with the individual and/or family to identify strengths and resources upon which the individual may draw. As discussed previously, supervision officers can use supportive inquiry techniques to elicit this type of information—and supportive inquiry techniques can and should be used during any stage and during all conversations with individuals under supervision and their families. Some sample questions that can be used when engaging in supportive inquiry at this phase could include:

- What is working best in your life right now?
- Who among your friends are in recovery?
- What is important to you now?
- Whom do you help?
- What are your goals?
- Who asks you for help?
- What are you good at?
- What do you like to do?
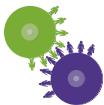
The following example illustrates a dialogue between a supervision officer and an individual under supervision utilizing supportive inquiry.

> *Community Corrections Officer:* Hi, I am glad you made it to check in today. Can you tell me something that went well this week?

> *Individual Under Supervision:* I don't know, I am here.

> *Community Corrections Officer:* Well, that's true but I remember last week you saying something about checking in with your cousin, who you told me was in recovery, about a ride to the AA meetings downtown. What happened?

> *Individual Under Supervision:* Oh, yeah, that's right. After we talked about it I realized I did have someone to ask for a ride. I called him. He was surprised to hear from me, but he's going to drive me tomorrow.

> *Community Corrections Officer:* I would say that is something that went well this week. That shows determination and an ability to ask for help. Good work.

Notice how the community supervision officer started the contact, engaging around what had occurred during the week not on what had not occurred during the week. This exchange also built upon a previous contact in which the community supervision officer had uncovered a social support that could support the supervised individual in his community corrections mandate to remain sober (i.e., his cousin). The supervision officer ended the contact by reflecting to the individual what he had done in a manner that helps the individual under supervision begin to understand his strengths.

In general, solutions that mean the most are the ones the individual or people who support the individual come up with. Review the various types of solution-focused questions (i.e., exception, miracle, survival, and scaling questions) discussed in Section III on pages 18-20. These can be particularly helpful techniques to use during the monitoring and enforcement phase of supervision. However, timing is everything. Don't use solution-focused questions arbitrarily; have a purpose. For example, if your standard or typical questions are not getting you the types of responses you want, it might be a good time to ask a solution-focused question. Consider the nature of the problem the individual is presenting and then determine the most effective type of questioning technique (or combination of techniques) to help the individual put the issue in perspective and begin developing solutions.

For example, an individual under supervision has had two dirty drug tests recently, and given her history and current behavior, you feel it is crucial that she go to treatment right now. You could ask the individual a scaling question ("On a scale of 1-10, how important is it for you to go to treatment?") to gain a better understanding of how she views her substance abuse issues right now. You may feel it is imperative and would rate it a 10; however, she may only rate it a 2. What does this tell you? If you are familiar with the stages of

change, this result may show you that the individual under supervision is likely in the precontemplation stage in terms of her readiness to change her pattern of substance abuse. Because you see it as a 10, you are approaching your response from the action stage. Therefore, to work more effectively with her, it may be a good time to back up and begin working at the stage from which she is coming and get her to begin moving toward contemplation, preparation, and then action.

Scaling questions also can be used at different times during supervision to help the individual under supervision see change occurring (positively or negatively). For example, you could ask questions such as, "How were you doing on probation six months ago? How do you think you are doing right now?" If they indicate that things were great six months ago, but things are not so good right now, you could follow-up with exception questions such as "What was different six months ago from the way things are now? Who was involved?" Answers to these questions may help the individual identify sources of support that he or she has not tapped recently and that he or she could call upon again to get back on track with supervision goals.

Using Mapping Tools During Monitoring and Enforcement

As during other phases of supervision, mapping tools can be used in a variety of ways to assist during the monitoring and enforcement phase of supervision. Judith Edwards (personal communication, December 19, 2007), a probation officer with the Sixth Judicial District of Iowa, Department of Correctional Services, periodically uses genograms when she is supervising individuals. She recalled an example of when a genogram was useful with a woman who had been on supervision with her for approximately five years. During the course of supervision, she had met with the women, and at times her, on numerous occasions. During one meeting with the woman and her mother, they discussed a recent situation in which the daughter had been battered. The young woman had a history of involvement with men who abused her in various ways. The mother, who up to this point had been relatively silent, began to talk about her own family's history of domestic violence. Though she had not been victimized, there was a strong history of domestic violence with other family members in prior generations.

As the mother talked, Judith took out a piece of paper and quickly sketched a genogram depicting the family's history of abuse. She showed the genogram to the mother and daughter, verified its accuracy and added elements to it that they suggested. As in many of the cases in which Judith uses genograms, she said this served as an "a-ha" moment for the young woman and her mother. It helped open up a dialogue between the two women about how the daughter could begin breaking this cycle in their family. It also has changed the way in which the mother views her daughter's lifestyle choices and resulted in the mother being more supportive of her daughter.

She had not used this particular tool with this individual under supervision before; she had not needed to until 5 years into the young woman's supervision. This underscores the notion that you do not have to use all of the tools and techniques of the Family Support Approach with every person you supervise; nor do you always have to use them at the beginning of supervision. Just be informed about the types of tools that exist and how they can be used so that you will be ready when opportunities present themselves.

Ecomaps are a great tool to use to gauge how a person's life circumstances are changing throughout supervision. As stated in Section III, when individuals create their ecomap, they typically notice that they are involved with many agencies that are forced upon them (e.g., probation, family services, substance abuse treatment, community service, housing authority, mental health counseling). One goal during supervision is to change their ecomap so that over time the systems and agencies with whom they interact are more systems or agencies of their own choosing (e.g., daycare, faith-based institutions, friends, job). By revising and updating the ecomap periodically during the monitoring phase of supervision, individuals can see what type of progress they are making toward lessening the number of "forced" systems and agencies in their lives. Also, reviewing and updating ecomaps can also help individuals under supervision identify additional family and social networks of support to which they can reach out for assistance in meeting their supervision goals.

Confidentiality and Privacy Issues

Just as in other aspects of the work community supervision officers do with individuals, confidentiality and privacy issues need to be considered when engaging families in the supervision process. Make sure that individuals under supervision and their families are aware of what type of information may be shared, with whom information may be shared, and how the information obtained may be used. The families and social networks of individuals under supervision are not under your supervision and may be subject to different rules of confidentiality and privacy than the individuals you supervise, so you will need to educate yourself about your agency's information sharing and privacy and confidentiality policies and procedures as they pertain to individuals under supervision, to their families, and to outside agencies. Be aware of the types of releases or other legal documents that should be signed by individuals under supervision and their family members that can ease information sharing issues. Inform your supervisors or managerial staff of any problems, obstacles, or barriers that you encounter regarding confidentiality and information sharing. There may be instances—especially for agencies new to engaging families in the manner in which the Family Support Approach suggests—that require agencies to review and revise their policies and procedures. Your input and practical experience with these issues can be helpful to them in that process.

When considering privacy issues, ask yourself "What do I need to know?" versus "What do I want to know?" You should always limit the type of information you seek and record to only the items that are relevant and pertinent to moving the case forward. There will be times that families offer you unsolicited and emotional information (e.g., they begin talking about their struggle with depression and how it affects their love life). In this example, it would be important to perhaps refer the individuals to mental health counseling; however, you would not necessarily need to record detailed information regarding this exchange. There will be other times that a family member asks you to divulge information about the individual under supervision that is confidential.

Establish routine responses for how you will handle unsolicited information from families, as well as how you will address situations in which you are asked to divulge personal and private information. It is okay and necessary to establish boundaries. Remind families that, just as they have certain information they want kept private and confidential from their loved one or other agencies, individuals under supervision also have those concerns and needs. In situations where you do become privy to information that reveals a problem or issue the individual or family should address—don't feel that you must solve all of their problems yourself. Be aware of appropriate services within the community to which you can refer them for further assistance.

When making case notes, be careful with the type of information you record about an individual's family members. All the information you collect may not have to be written down in full detail. Apply all the rules of discretion that you would normally use with individuals under supervision to their family members as well. Community supervision officers are not therapists; therefore, their case notes and records can be subpoenaed. Too much detail recorded about a family member of an individual under supervision could be an unintended detriment to the family member later.

KEY POINTS TO REMEMBER

Some issues to consider during the monitoring and enforcement stage include:

1 When individuals under supervision begin to encounter problems or are not complying with their goals and conditions of supervision, engage families and use supportive inquiry techniques to help individuals and/or families identify strengths and resources upon which they individual may draw to get back on track. Solution-focused questions can be particularly helpful during this stage.

2 Use ecomaps periodically during the monitoring phase to help individuals under supervision gauge if, and how, their life circumstances are changing (e.g., they are shifting away from systems that have been forced upon them to systems of choice).

3 Clarify the role of the family supervision process. While there will be times that you need family members to alert you when they see signs that their loved one is beginning to engage in behaviors that could be contrary to their supervision goals or supervision (e.g., socializing with their former gang members, exhibiting behaviors of relapse), you are not deputizing them to just point out when the individual is doing something wrong. Rather, you (and more importantly, the individual under supervision) are engaging them as a source of support to help the individual comply with conditions of supervision and change behavior.

4 Use graduated responses (sanctions and incentives) to shape appropriate interventions and sanctions. Outline the graduated responses in the individual's case plan and inform the individual and family members of the responses so they will have a sense of the type and progression of consequences and an indication of possible rewards.

5 Respect confidentiality and privacy and educate yourself about your agency's confidentiality, privacy, and information sharing policies and procedures.
Seek and collect information by considering what you want to know versus what you need to know to move a case forward.

6 Recognize that the confidentiality and privacy concerns of individuals under supervision and their families may be different and that agency policy may reflect on these differences.

7 Establish appropriate boundaries between yourself and individuals under supervision and their family members.

8 Take caution and use your discretion when making case notes about the type of information that you record about families to make sure you avoid situations in which too much detail recorded about a family member of an individual under supervision could have unintended consequences for the family member later.

CONCLUSION

While this section has provided some examples of how community supervision officers can begin engaging families and social networks of support to assist individuals under supervision meet their supervision goals, this is not meant to be an exhaustive list of ideas. Once you begin using some of the tools and techniques of the Family Support Approach, you will begin to see how they can be used in myriad interactions with the individuals you supervise. You also will begin to see how these tools and techniques complement and enhance the skills you already have and use with individuals under supervision. It is not meant to create more work for you; rather, it is meant to help you see how to help individuals under supervision identify who can support them in changing their behavior and meeting their supervision goals—all with an overall goal of protecting public safety.
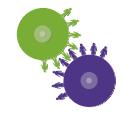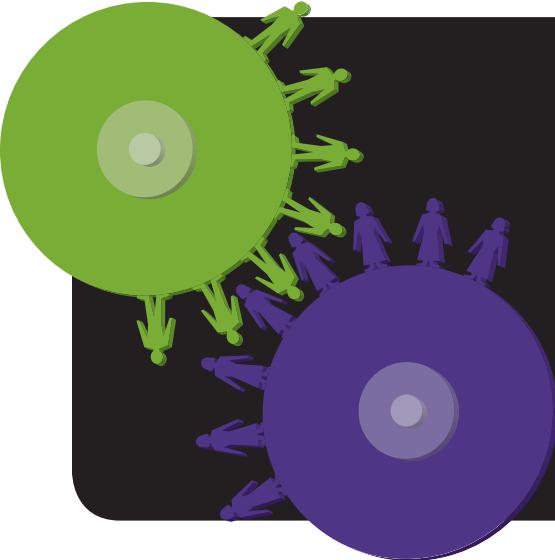
SECTION V:
Administratively Supporting the Family Support Approach for Community Supervision

The face of community corrections is changing. The manner in which business is conducted is being further scrutinized in order to improve supervision outcomes. Community corrections agencies are constantly looking at ways to improve outcomes without additional funding. This challenges agencies to look for new, research-supported approaches to effective supervision. As work demands grow, officers need to partner with new resources. Practice reform around working with the families of individuals under supervision and their social networks is a proven approach. Tapping these resources helps leverage support from individuals' existing resources and helps build and strengthen the communities in which they live.

Up to this point, this document has focused on how community supervision officers can activate support from families and social networks of individuals under supervision to assist them in completing supervision. However, as with most practices, for real change to occur and be sustained, organizational support is critical. Here is a partial list of several key organizational actions for agencies that wish to administratively support the Family Support Approach for Community Supervision:

- Assess and challenge, when necessary, staffs' assumptions about their role in working with or engaging families.
- Examine policies and procedures to assess whether they may inhibit (even inadvertently) work, involvement, or interaction with families.
- Review, revise, or create new forms to gather information about families and social networks of support.
- Develop a system of graduated responses for addressing noncompliance and providing incentives for positive behavior.

- Provide training for staff on the Family Support Approach for Community Supervision and on tools and techniques that can be used to assist them in implementing the model.
- Develop a plan for assessing staff and agency performance and outcomes related to the Family Support Approach.

ASSESS AND CHALLENGE STAFF ASSUMPTIONS ON WORKING WITH AND ENGAGING FAMILIES

As was stated in previous sections, the Family Support Approach is not a new approach; rather, it should be viewed as an enhancement of a skill set for community corrections officers. However, to enhance skills for working with families,[1] agencies need to recognize the role families play in supporting individuals under supervision and begin assessing current staff attitudes and beliefs regarding the role of families in community supervision. Remember, the Family Support Approach for Community Supervision is not a blueprint for "fixing" families. Rather, it presents a framework and a set of tools for assisting individuals under supervision identify their social networks of support and leverage support from their networks to increase their success with supervision. This is an important distinction to reinforce periodically for staff—particularly those who may be concerned this type of approach will require them to become counselors or social workers.

One strategy that can be used to identify underlying assumptions about your approach is to ask questions of your staff in an "If...then" statement. For example, for an "if" statement, ask your staff, "If we find the strengths of participants' families, then what?" Have staff identify the "then" statement that follows. Their responses can be especially revealing. Staff could be asked to write out their "if...then" statements (possibly during a staff meeting) and then managers and supervisors can review them anonymously.

The type of response you might like to see with this type of "if...then" statement would be, "If we find strengths of participants' families, then the participants and families will participate more actively in the process." Another response that would indicate favorable views toward involving families is, "If we find strengths of participants' families, then we work to capitalize on those strengths in the case plan." If you get statements that are more cynical about finding families strengths or if your staff cannot readily identify what they would do with that type of information, then that provides you with an indication of the shift in thinking that working with families will require for your staff.

If a major paradigm shift or change in perspective is needed for staff to see the value and role of family in community supervision, another strategy that agencies can employ is to identify well-respected people within their organization who already support or practice the concept of engaging families in community supervision (i.e., opinion leaders or champions). Opinion leaders or champions are often used to help bring about change in organizations by helping communicate the connection between the new approach and the individual and organizational goals and objectives (Open Compliance and Ethics Group, n.d.). These individuals also may be able to model the approach.

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[1] Within the Family Support Approach, family is not limited to blood relations; rather, it is broadly defined to include the network of people who are significant in an individual's life.
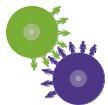
Some things to remember when assessing and challenging staff's assumptions about working with families include, but are not limited to:

1 The Family Support Approach is not a new program—it is an enhancement of a skill set for community corrections officers.

2 The Family Support Approach does not require meeting face-to-face with families of individuals under supervision.

3 It presents a framework and set of tools for assisting individuals under supervision in identifying their support system and leveraging that support to attain their supervision goals

4 Tools and techniques of the Family Support Approach do not have to be used on all individuals under supervision—officer discretion is crucial.

5 If staff don't see the value of involving families in supporting supervision goals, identify a well-respected person within the organization to champion the idea and help communicate the connection between the new approach and the organization's goals and objectives.

If you don't already know who these individuals are, you can ask staff and other stakeholders questions such as:

- Which of your co-workers would you go to if you had questions about connecting with "resistant" probationers or parolees?
- Whom would you go to for help engaging family members?

Another common concern raised by staff is whether this approach will increase their workload. Many community corrections officers have large caseloads and considerable workload constraints. Administrators and managers should reassure officers that, if they are implementing the approach effectively and efficiently, it shouldn't have an impact on their workload in a negative way—and may, in some instances, decrease the amount of time they need to spend with some individuals under supervision in the long-term.

The Family Support Approach does not require meeting face-to-face with families unless an officer feels it will be beneficial to do so; therefore, no additional meetings with individuals under supervision are necessary to implement this approach. What is important to focus on is how community corrections officers interact with individuals under supervision (and their families, if present), whether they elicit information about families and social networks of support, and how they assist individuals under supervision in determining ways to tap into those support systems to achieve their supervision goals. In essence, families and social networks can be viewed as another resource that officers help individuals access.

The Family Support Approach for Community Supervision is not a program—it is an enhancement to a skill set. Once community corrections officers have the skills needed to implement the approach, the time associated with using the tools and techniques will be alleviated. Also, tools and techniques of the Family Support Approach do not have to be used on all individuals under supervision, nor do they need to be used in a linear fashion. Officer discretion is crucial—officers must take into account who they are working with and what that individual's unique circumstances are at any given moment. That is, in this moment, does this individual need help in identifying and/or accessing sources of support to meet his or her supervision goals and objectives? If the answer is "yes" at any given moment of the supervision process, the officer should consider the tools and techniques of the Family Support Approach and use the ones that will be most helpful at that time and for that situation.

EXAMINE POLICIES, PROCEDURES, AND PRACTICES

Administrators, supervisors, and managers of community corrections agencies should examine their policies, procedures, and practices with an eye for whether they may inhibit staff from engaging families. Although some suggestions for ways to start are provided below, it would be impossible to address all areas in which policies and procedures may adversely affect a supervision officer's ability to engage families to support supervision goals. On an individual agency level, in addition to cursory review of policies and procedures, agency administrators are encouraged to talk with staff and get their insights into which policy and procedure may need to be revised to support the implementation of the Family Support Approach. Engaging in discussions with supervision staff also will help supervisors and administrators gain a better understanding of how practices may differ from established policy and procedures and what current practices may need to be addressed.

Confidentiality and privacy policies and procedures are at the top of the list to examine (in conjunction with applicable laws) to assess how they may have an impact on officers' ability to engage families and social networks of support of individuals under supervision. Some questions to consider include, but are not limited to:

- Do confidentiality and privacy policies outline what type of information may be shared, with whom that information may be shared, and how the information obtained may be used?
- How do the policies and procedures for confidentiality, privacy, and information sharing differ for individuals under supervision as compared to their family members or other social networks of support?
- Are current legal documents and forms designed to gain consent for the release of information adequate for gaining consent from individuals under supervision to share information with their families and social networks of support?
- Are there protocols established for supervision officers on how to elicit and record information from individuals under supervision and/or their families (need to know vs. want to know) and how to respond when they receive unsolicited and emotional information?

Another major policy area for agencies to examine relates to the philosophy of supervision the agency subscribes to and the way in which supervision is conducted. Effective engagement of families in the supervision process is enhanced by proactive community-based supervision practices. The Reinventing Probation Council

(2000) cautions community supervision agencies that supervision of individuals that occurs mainly in office settings (e.g., sometimes referred to as "fortress probation")—as opposed to supervision practices that take place where individuals under supervision live and work—contributes little to the management of offender risk or public safety. Office-based supervision practices also limit an officer's ability to understand the context in which the individuals they supervise live—one of the three core concepts of the Family Support Approach (see Section I), whereas visiting the home of an individual under supervision can offer insight into what some of his or her challenges may be, as well as what some of his or her strengths and resources might be.

For example, on the outside, the neighborhood in which an individual under supervision lives may constitute a high crime area within the city and be fraught with drugs and violence. The building in which she lives may be run-down and in need of major repair. However, once inside her apartment, the officer may see that her living space is very clean and homey and appears to be a respite in the midst of a chaotic outer environment—revealing some of her survival skills.

Beyond the more overarching policies and procedures related to confidentiality, privacy, and the philosophy of supervision, agencies should look at individual policies and procedures that may unknowingly thwart efforts of supervision officers to engage families. For example, suppose an agency has a policy provision that prohibits family members from accompanying their loved one to the community supervision officer's office. They are required to stay in the waiting room. This policy may have been originally designed to enhance officer safety; however, it sends a strong message to family members that they are on the periphery of the process rather than an essential component to the success of the individual under supervision. The policy makes it difficult for an officer to forge a relationship with the individual's family member(s) and elicit information from family members that may be helpful in uncovering strengths and resources. This type of provision also complicates how officers communicate with family members about assisting with their loved one's supervision requirements. Revising the policy to allow a supportive family member to accompany the person on supervision to a scheduled office visit usually will not create a security concern if the officer is relatively certain that the family member is or can be a positive influence.

> **Beyond the overarching policies and procedures related to confidentiality, privacy, and the philosophy of supervision, agencies should look at individual policies and procedures that may unknowingly thwart efforts of supervision officers to engage families.**

Some agency policies also may be in direct contrast to some cultural considerations of the populations they serve that could make it more difficult to build trust between supervision officers and the families of individuals they supervise. For example, it is common for agencies to have policies that prohibit staff from accepting gifts from family members of individuals they supervise, primarily intended to avoid

perceptions of bias or favoritism. However, suppose the agency serves a population with a large number of Native American clients and the mother of Native American descent of an individual under supervision wishes to express her appreciation by making the supervision officer a hand-made blanket. Due to her cultural beliefs, it may be construed as insulting for the officer to summarily refuse the gift. Therefore, the agency may need to revisit its policies on accepting gifts to make allowances and procedures for when and under what circumstances a gift may be accepted. For example, in the scenario above, maybe the officer can state that he or she cannot accept the gift personally; however, he or she can accept it on behalf of the agency.

REVIEW AND REVISE FORMS

It is also suggested that agency administrators and managers, with input from other staff, review forms used to gather information about the individuals they supervise to ascertain how effective they are at gathering information about families and social networks of support, as well as the individuals' and families' strengths. Incorporating questions and places to record this type of information represents one relatively simple way to encourage community corrections officers to begin thinking within a Family Support Approach. If forms call for this type of information, officers will be more likely to gather it and use it to help in their case planning and monitoring activities.

Section III and IV include supportive inquiry techniques that community supervision officers can use to elicit information to help identify family and other support providers for individuals under supervision. The following

When reviewing and revising agency policy to ascertain its compatibility with the Family Support Approach, some things to consider include, but are not limited to:

1 Conduct a cursory review of agency policy and procedures and talk with staff about current policy and procedures to determine if there are policies and procedures that may inhibit staff from working with and engaging families effectively.

2 Discuss current practices with staff to ascertain whether the practice mirrors the current policy and procedures.

3 Review confidentiality and privacy policies, procedures, and practices to ensure they address the unique needs of individuals under supervision and their families.

4 Develop procedures and protocols for appropriate information sharing.

5 Make sure staff are aware of the confidentiality and privacy provisions for individuals under supervision and their families.

6 Examine policies related to supervision methods to assess their effectiveness in supporting the core elements of the Family Support Approach (e.g., proactive supervision versus reactive supervision or fortress probation).

are some ideas for how to incorporate some supportive inquiry questions into forms used with people on community supervision (e.g., presentence investigation worksheets, intake forms). This is not an exhaustive list of the types of changes that should or could be made. It is meant to spur ideas of things to consider when examining different sections of your forms.

- While most forms ask for background information on who the individual's immediate family is (e.g., mother, father, spouse, siblings, children) and with whom they currently reside, they rarely capture information on current or future support providers. A section on Social Networks of Support could be added to the form and include questions such as:
  - Whom do you rely on for help?
  - Whom do you help?
  - Who among your friends and family are in recovery?
  - Whom do you turn to most often for help and assistance?
  - If things changed in your life, who would be the first to notice?
- Forms often ask about the household composition of the individual under supervision. Facts such as the number of persons, their names, and their relationship (e.g., mother, father, spouse) are solicited. Additional questions to add on the form that will offer insight into the role these people play in the individual's life include:
  - Whom do you get along with in your household?
  - Whom do you not get along with in your household? What type of problems/issues do you have with that person?
- On sections asking about the individual under supervision's current employment situation, instead of asking "Are you satisfied with your current job?" consider revising it to include questions such as:
  - Do you see yourself in this job long-term?
  - Do you socialize with co-workers outside of work?
  - What do you like most about your current job?
  - What do you like least about your current job?

In addition to letting you know if the individual is satisfied with his or her current job, these questions also give you insight into the role their job plays in their life and whether that may be a resource that can be leveraged for support now or in the future.

- On sections asking about interests or leisure activities, consider including questions such as:
  - What do you like to do (e.g., hobbies, interests)?
  - What do you do in your free time?
  - What is most important to you now?
  - What is working best for you now?
  - What are you good at?
  - What are your future goals and plans?
- In sections that elicit information about religious affiliation, consider adding a question that asks about involvement in activities, programs, or groups within a faith-based community and, if so, to indicate what those are.

Monthly report forms used by many community supervision agencies often include questions about where the individuals are living, whom they live with, updated employer information, amounts of financial court-ordered sanctions paid, and self-reported information about supervision violations or new arrests. Some also ask questions about what problems the individuals and/or their families have had related to health, marriage, money, or employment and if they have had any contact with other community agencies (e.g., welfare). Many of the questions are asked from a deficit approach (e.g., problems occurring, new arrests, violations). While it is important for this information to be captured and it is preferable the form be brief, a few strength-based questions could be incorporated to offer some additional insight into the individual's life (e.g., What successes did you have this month in regards to your supervision goals?), and to help identify if there are opportunities to offer rewards or incentives to the individual for doing a good job. This can be particularly helpful if the form is being used to provide updated information in lieu of a personal contact with the supervision officer.

Another idea is to incorporate a scaling question on monthly report forms (it also could be included on presentence investigation and/or intake forms) to gauge how the individual feels about his or her present situation. Having to respond to the same question each month (e.g., On a scale of 1-10, how close do you feel you are to achieving your supervision goals and objectives?) will give officers an indication how things may be progressing or regressing for the individual.

For agencies that require forms to create written case plans, look to see if your case plan forms have room to record family members and social networks of support that the individual under supervision may be able to tap for assistance in reaching his or her goals and objectives. Also, include an area to outline individual and family strengths that have been revealed.

DEVELOP A SYSTEM OF GRADUATED RESPONSES

As discussed in Section IV, engaging a family can be difficult if the family is concerned about the consequences for their loved one because

When reviewing and revising forms to better gather information about families and social networks of support:

1 Review, with input from staff, forms used to gather and record information about individuals under supervision (e.g., presentence investigation worksheets, intake forms, monthly report forms, written case plan forms) to ascertain how effectively they gather information about families and social networks of support, as well as about individual and family strengths.

2 Incorporate supportive inquiry questions into forms to elicit information from individuals about their family and social networks of support and their strengths.

3 Consider the use of a scaling question on monthly report forms to gauge how the individual is feeling about his or her present situation or status with supervision goals. The scale can be used as a basis for comparison each month.

When developing a system of graduated responses, some considerations include, but are not limited to:

1 Develop graduated responses (sanctions and incentives) that range from less to more severe as the action dictates.

2 Identify which model of graduated responses your agency should implement (e.g., responses as part of a new intervention strategy, judicially ordered sanction schedule, administrative model).

3 Involve the judiciary in the development of the responses.

4 Incorporate the graduated responses into agency policy and provide training to staff on how to incorporate them into their supervision practices.

5 Encourage officers to share information about the agency's graduated responses with individuals under supervision and their families.

of communications they have with their loved one's supervision officer. The use of graduated responses (less to more severe as the action indicates) can be a powerful tool for supervision officers in addressing some families' concerns and building trust with families—a critical component of the Family Support Approach. It also acknowledges that the change process (i.e., precontemplation, contemplation, preparation, action, and maintenance) for individuals under supervision is not always linear and can be especially problematic for individuals with chronic relapsing conditions, such as substance abuse.

If your agency does not already have a formal system for using graduated responses to respond to negative and positive behavior of individuals under supervision, consider developing one and incorporate it into the agency's policies and procedures. Taxman and Soule (1999) identify three general models of graduated responses: (1) a program model in which responses are part of a new intervention strategy (e.g., drug court); (2) a judicially ordered sanction schedule, attached to the court order for probation, in which the judge defines circumstances in which responses will be used and empowers the community supervision agency or officer to administer those responses; and (3) an administrative model in which the community corrections agency outlines a system for supervision and monitoring in which graduated responses are used in the standard supervision practice. Taxman and Soule recommend adopting the administrative approach when possible, in part because it helps redefine the nature of basic supervision into a proactive model. The graduated responses become part of agency policy and supervision officers are responsible for using the model to respond in a more consistent and timely manner to different types of behavior.

For an administrative model for graduated responses to be successful, it requires a good relationship and communication between the community corrections agency and the judiciary. Therefore, if community

corrections agencies want to adopt an administrative model for graduated responses, they should involve the judiciary in developing the model to gain their approval and support for using sanctions and incentives as part of the overall supervision strategy.

PROVIDE TRAINING FOR STAFF

The benefits to involving families and social networks of support are clear. As pointed out in Section I, families serve as informal agents of control. Studies have consistently shown that informal agents of control are more powerful than formal agents of control (e.g., probation, parole, law enforcement) in helping persons under community supervision achieve and maintain behavior change (Petersilia, 2003; Sampson, 1988; Gottfredson & Hirschi, 1990 as cited in Young, Taxman, & Byrne, 2002). In 1999, the Vera Institute conducted a 30-day study on 49 inmates released from jail and prison in New York City to determine what happened to them upon release. The study showed that family and community support were key to the success of individuals under supervision who were leaving prison (Nelson, Deess, & Allen, 1999).

It is well known that individuals under community-based justice supervision, such as pre-trial release, probation, or parole/supervised release usually remain in or return to their communities and maintain ties or even live with one or more family members (e.g., a father, mother, son, daughter, niece, or grandparent). Family members are with the individual more often than community supervision officers and are able to observe and react more quickly to both positive and negative behavior. They are more familiar with the individual and the individual's past and can anticipate behavior and respond appropriately. Due to their relationship with the individual and their knowledge of the community, they are better able to help with issues such as housing and employment (Young, Taxman, & Byrne, 2002). Families can provide help, encouragement, and powerful support during the supervision process, if they are systematically supported and guided.

Asking supervision officers to help individuals under supervision identify their family and social networks of support and engage them in the supervision process may be easier said than done for some. Supervising and monitoring individuals under supervision can be complicated, and depending on the individual being supervised can involve a broad range of conditions with varying levels of supervision requiring considerable cooperation and coordination with other justice and community agencies. Families of individuals under supervision and the ensuing relationships can also be complex and it can be difficult to determine the best ways to engage in them in the supervision process. Officers' past experiences with working with families, personal biases and assumptions about families of individuals under supervision, the limited education or experience in working with families, and concerns related to the time required to engage families are among the barriers that often must be addressed by agencies that implement the Family Support Approach for Community Supervision. As a result of these and other factors, some supervision officers avoid families of individuals under supervision at all costs. Others try to work with families, but do not feel as if they have adequate skills and support to do so effectively. Therefore, providing training to agency staff on the underpinnings of the Family Support Approach and tools and techniques available to them to assist them in implementing the approach is important.

As described in Section III, there are several tools and techniques that supervision officers can use to help supervised individuals identify and leverage their networks of support to aid them in attaining their supervision goals and objectives. These tools include the use of supportive inquiry and mapping tools (i.e., genograms, ecomaps).

Many community corrections agencies are familiar with and may have offered training on motivational interviewing. For these agencies, additional training for staff on the use of supportive inquiry will complement their current skill set. Staff who have been trained on motivational interviewing can still benefit from supportive inquiry training. It will enhance officers' ability to ask questions and listen for strengths and social supports that may be tapped to increase successful compliance with supervision and facilitate positive behavioral change.

Some of the suggested training topics for supervision officers that will enable them to work within a Family Support Approach more efficiently and effectively include:

- Core elements of the Family Support Approach (see Section I).
- Research on the power of informal social controls, such as families and social network of support, to help individuals under supervision achieve and maintain behavior change.
- Motivational interviewing and stages of change.
- Supportive inquiry techniques.
- How to use mapping tools (genograms and ecomaps) to help visually depict the family of the supervised individual, the nature of its relationships, and resources and systems with which the individual interacts.
- How to utilize information about families and social networks to develop case plans and address problems encountered while the individual is under supervision.
- The appropriate and proportional use of graduated sanctions and incentives as part of case management.
- How to protect and address confidentiality and privacy concerns of individuals and families (e.g., what information can supervision officers share with families and with individuals under supervision; how to establish appropriate boundaries; what policies, procedures, and forms are required).

ASSESS STAFF AND AGENCY PERFORMANCE AND OUTCOMES

As indicated by Osborne and Gaebler (1993), what gets measured, gets done. If performance-based measures only focus on sanctioning, then that is where staff will focus their efforts. Therefore, agencies need to give careful consideration as to how they can integrate measures within their overall evaluation protocols that support the Family Support Approach. Evaluation highlights positive outcomes, uncovers ineffective practices, guides agencies to explore alternative methods for achieving stated goals, and positions agencies to demonstrate results and compete for limited funds. The foundation for evaluation is derived from organizational buy-in to the Family Support Approach, written policies and procedures (along with revised or new forms) on how the approach will be practiced within the agency, and staff training on key components and techniques of the Family Support Approach.

Once the foundation for supporting the Family Support Approach is established, the ultimate goal is to build in process and outcome measures and data collection procedures for evaluation. Process measures are those that help programs obtain fundamental feedback on whether the practice is being implemented or operated according to the way it was designed (e.g., Are staff and agency practices matching the established standards, policy, and procedures?). Outcome measures are those that help agency administrators determine if desired results are being achieved. Generally, the public is more concerned with an agency's outcome measures (e.g., Is the agency meeting the established benchmarks or measures of success?). They want to know the overall effect of an agency or program. However, outcomes alone do not tell us what an agency, or its staff, is doing. Agencies can improve outcomes by making sure its processes are working the way they are designed. In other words, by controlling processes an agency can control and improve outcomes (Connolly, 2003).

When developing process measures, agencies should
- Establish a standard or requirement for performance.
- Monitor staff performance against the standards.
- Assess level of compliance with standards.
- If there is noncompliance with the standard, modify the standard or train staff to comply.

Example process measures include, but are not limited to:
- The percent of presentence investigation worksheets that include information from individuals under supervision about their identified families and social networks of support
- The percent of case plans that specify how a family member of the individual under supervision can assist the individual in meeting at least one of his or her supervision objectives.
- The percent of ecomaps created with individuals under supervision at the time of the initial interview or intake.

A more detailed sample process measure related to the Family Support Approach my be found in Figure V-1.

Figure V-1

OUTCOME MEASURE EXAMPLE

Program: Presentence Investigation Worksheets

Standard/Objective:

80% of presentence investigation worksheets will include at least one person identified by the individual under supervision as someone within the family or social network of support.

Process Measure:

Percent of presentence investigation worksheets that include information about persons identified by individuals under supervision as a member of the family or social network of support.

Data Elements:

Number of presentence investigation worksheets prepared within timeframe; number of presentence investigation worksheets that include information on the supervised individual's family or social networks.

Formula:

$$\frac{\text{Number of individuals under supervision who identified members of the family or social networks of support on the presentence investigation worksheet within the timeframe}}{\text{Number of presentence investigation worksheets prepared within the timeframe}} \times 100$$

Example:

$$\frac{95 \text{ presentence investigation worksheets include information on the family or social networks}}{100 \text{ presentence investigation worksheets prepare within the timeframe } \times 100 = 95\%} \times 100 = 95\%$$

The compliance rate for including information about families and social networks of support in presentence reports is 95% .

Standard/objective was achieved.

Outcome measures are needed to assess a program's impact. Outcome measures are linked to change in behavior of individuals under supervision and assess the effectiveness of various activities and program components, allowing agencies to learn from success and fine tune the program's practices (Boone, Fulton, Crowe, & Markley, 1995):

- Multiple outcome measures should be used.
- Include intermediate and long-term measures.
- Must be measurable and trackable.
- Must be objective rather than subjective.
- If only outcomes are examined, little direction is available for program policy making.
- By controlling process, programs can control outcome.

Example outcome measures may include, but are not limited to, the percent of individuals under supervision who have accessed support from family members or social networks who:

- Successfully complete supervision.
- Are discharged early.
- Are revoked.
- Have a reduction in risk/need within six months.

Figure V-2

PROCESS MEASURE EXAMPLE

Program: Discharges from Supervision

Standard:

Track all individuals under supervision who (1) identify family members and social networks of support and indicate they have accessed support from these entities (i.e., target group), and (2) who are terminated from community supervision by type (e.g., revoked, early termination, and expired full term) during time frame.

Outcome Measure:

Percent of individuals under supervision in the target group who were discharged from probation early during the time frame.

Data Elements:

Number of individuals under supervision within the target group whose supervision was terminated in 2008; total number of individuals under supervision within the target group who were terminated early during 2008.

Formula:

$$\frac{\text{Number of individuals under supervision in the target group expired full term during time frame}}{\text{Number of individuals under supervision in the target group who were terminated within time frame}} \times 100$$

Example:

236 individuals under supervision in the target group were discharged early from probation during 2008. 350 individuals under supervision within the target group were discharged from supervision during 2008.

$$\frac{\text{236 individuals under supervision in the target group whose probation expired full term during the time frame.}}{\text{350 terminated in 2008}} \times 100 = 67\%$$

67% were discharged early

Benchmark not established for objective.
Need to track for at least two years and determine objective.

Figure V-2 contains a more detailed outcome measure example.

One strategy for addressing how the Family Support Approach will be implemented and assessed within the agency at the outset is to establish an in-house working group comprised of administrators, supervisors, and line staff to give careful consideration as to how the approach can be incorporated and pilot tested within the agency. If possible and feasible, it also may be helpful to have representatives from partner agencies that do parallel work serve on this committee. This group also can define some initial process and outcome performance measures.

Initially, full-scale evaluation procedures on the implementation of practices based on the Family Support Approach may not be practical for some agencies. At a minimum, agencies need to build in mechanisms that allow them to determine if staff are gathering information about families and social networks of support and helping supervised individuals see ways that they can leverage their support to address problems and attain supervision goals. Make sure staff are aware of what is being measured.

Periodic reviews of case files by supervisors are perhaps the easiest way to determine if staff are incorporating practices consistent with the Family Support Approach. If agency forms are created or revised to gather information on families and social networks of support, then spot checks—especially for agencies that maintain case files electronically—can be conducted relatively easily to see if this information is being collected. Also, when officers are working with an individual who is not meeting his or her supervision goals, supervisors can review notes in the case file and discuss strategies with the officer for how to leverage support from families and social networks to get the individuals under supervision back on track. When supervision staff are making steps to incorporate new ways of working with individuals and their families and support providers, supervisors and administrators should acknowledge their efforts. If staff are not implementing the practices as specified by the agency, supervisors should talk with them to understand their reluctance, and, if necessary, determine where the breakdown is occurring. Work with these staff to encourage or provide them with additional knowledge and skill development to change their practices to fit the Family Support Approach.

CONCLUSION

Research shows that formerly incarcerated people who have at least one positive relationship are more successful (Urban Institute, 2004). The concept of involving families and social networks of support of individuals under supervision to assist them in meeting supervision goals is not necessarily new; however, it is often a challenging one for agencies and supervision officers to implement to its fullest extent. As this document has shown, helping individuals under supervision identify their social networks of support and facilitate a process where they can leverage the support of these individuals effectively must be an intentional process, and one that will be unique to each individual. The tools, techniques, and suggestions for practice outlined provide an impetus for helping agencies and supervision officers become more effective and efficient in gathering and utilizing information about families and social networks of support. This section reemphasizes that, although individual officers can implement many of the techniques of the Family Support Approach on their own, more benefits to officers, the agency, and ultimately to individuals under supervision will be realized with organizational support.
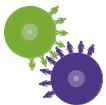
SECTION VI:
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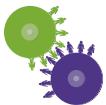
APPENDIX A

THE OKLAHOMA FAMILY JUSTICE PROJECT: IMPROVING COMMUNITY SUPERVISION OUTCOMES ONE FAMILY AT A TIME

By Justin Jones and Carol Shapiro

Families across America provide critical support to most of the 4.9 million individuals under federal, state, or local probation and parole jurisdictions[1]. By providing housing, emotional assistance, access to community resources and other prerequisites for successful community justice supervision, most families of parolees and probationers form a backbone of informal support for community corrections. Families often provide critical support by helping a loved one cope with the multiple stressors associated with probation or parole supervision. Families are naturally vested in successful reentry; they are often the first to see challenges and most likely to intervene before issues escalate into crisis. Most importantly, families are experts in their own lives; they know what has been successful in the past and what has not.

With a strong commitment to public safety and in view of the increasing number of people leaving jail and prison, the Oklahoma Department of Corrections (DOC) sought new approaches to improve community justice supervision and promote effective reentry. Oklahoma DOC recognized the significant and positive role that families can play in the lives of loved ones on probation or parole. In 2004, the DOC sought to formalize the ways in which community corrections draw upon the strengths and resources of families to promote the shared goals of successful completion of supervision and community safety.

Around the same time that Oklahoma DOC was looking to incorporate families into its work, the national nonprofit organization, Family Justice and the American Probation and Parole Association (APPA) joined forces to create a skill development curriculum to foster the ability of the community justice field to integrate family-focused methods. The curricula incorporated Family Justice's award-winning method, The Bodega Model®, a strengths-based, family-focused method of family case management that taps the strengths of government, families and communities to break cycles of involvement in the criminal justice system.

The Family Justice/APPA partnership sought to enhance the ability of probation, parole and other community corrections professionals across the country to identify and draw on the strengths of families of probationers and parolees to improve community supervision outcomes, reduce future criminal activity and utilize existing community resources more effectively. Once the curriculum was created, Family Justice and the APPA tested its applicability with community corrections agencies across the country. In December 2004, the newly created curriculum was piloted with the Oklahoma DOC as part of the Oklahoma Family Justice Project (OFJP). This paper highlights the objectives of the OFJP, the nature of the skill development sessions, ongoing evaluations, accomplishments of the project and the overall impact on policy and culture at the Oklahoma DOC. The paper also demonstrates the value of partnerships like the OFJP for honing best practices and affecting policy change on a national level.

ABOUT THE PARTNERSHIP

The Oklahoma DOC demonstrated two critical requirements for the Family Justice/APPA training program pilot selection: strong, invested leadership and a commitment to change. Incorporating a family-focused point of view requires an agency-wide shift in perspective. And without the buy-in on all levels of management, shifting perspectives, a particularly challenging undertaking, will not yield the desired results. An initial meeting revealed the Oklahoma DOC as an ideal candidate for incorporating the Bodega Model. Oklahoma had strong leadership that supported the project. Additionally, the Oklahoma DOC had not only made a commitment to improving outcomes for those leaving jail and prisons, but also to improving the overall well-being of their families as well.

Similarly, Family Justice's Bodega Model® was an appropriate match for Oklahoma DOC and offered a proven track record, through which the Oklahoma DOC could accomplish its many objectives. Family Justice had demonstrated the effectiveness of family-focused case management in its own backyard at La Bodega de la Familia in New York City, affecting favorable outcomes of persons involved in the criminal justice system while at the same time enhancing the well-being of families.

The OFJP outlined a four-phase process:
Phase One: After establishing short- and long-term program objectives, Family Justice tailored the newly created curriculum for Oklahoma, planning two skill development sessions on incorporating strengths-based, family-focused intervention strategies into policy and daily practice.
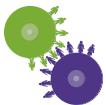
Phase Two: Once the skill development sessions were completed, Oklahoma supervision officers incorporated the strategies into case management work.

Phase Three: To evaluate and refine methods and process, Family Justice performed evaluations of the how the skill development sessions impacted case management services one month and six months after the sessions were completed.

Phase Four: The OFJP is currently in phase four which is ongoing integration of a family-focused, strengths-based approach to community corrections. With enhanced methods in place, Oklahoma DOC now is focusing on assessing outcomes and incorporating lessons learned from pilot into organizational practice and culture.

PHASE ONE: SKILL DEVELOPMENT AND OBJECTIVES

Capitalizing on Oklahoma's strengths was key in how the OFJP framed the first phase. With additional support from Carl Wicklund, the executive director of the APPA and Tom Carter of the Bureau of Justice Assistance—who spent time in each skill development session—the OFJP set a clear tone and message that incorporating strengths-based, family-focused methods was endorsed on all levels. With this strong presence of leadership, developing objectives through an upper level management meeting became the first order of business.

Participants in the skill development sessions included high-level Oklahoma DOC staff, mid-level management, line and supervision officer staff as well as technology staff. The inclusion of the technology staff is particularly significant, as they are responsible for transforming the data collections system and software to incorporate the new methods and tools based on the Bodega Model. Two skill development sessions were held: the first was one day long and the second, two days in length. During each session, facilitators spent time drawing upon the existing expertise of staff and the tools they used on a daily basis. Sessions then explored how the Bodega Model could help build upon this work.

The first meeting included a half day training for fifteen high-level staff of the Oklahoma DOC. To help gain a schematic and conceptual understanding of the tools they would be using in applying the Bodega Model, the Oklahoma DOC completed an organizational ecomap. An organizational ecomap is a visual representation of the resources to which an agency is connected to. It also displays positive and conflicted relationships between service agencies and helps identify sources of support that might be tapped in new ways. In the end, the group identified long-term goals and short-term objectives for the project.

SHORT-TERM OBJECTIVES

- Public safety
- Accountability to victims and the community
- Adopt family intervention tools that enable supervision officers to identify and implement effective intervention strategies
- Identify community networks that currently work with families
- Utilize referral services that currently work with families, specifically targeting faith-based community
- Provide services proven to reduce risk and recidivism

- Increase positive stories involving family support being a contributing factor for successful reentry center

LONG-TERM GOALS

- Yearly reduction in the absconder rate
- Reduction in technical violations and incarceration as punishment for relapse
- Increase in positive stories involving family support as the contributing factor in successful completion rate of community supervision
- Maintain or increase rate of graduation from treatment programs
- Develop quality assurance mechanisms to assure valid and useful data collection
- Linkage with a faith-based partner and establish a family focused reentry

A two-day skill development session for 25 community corrections officers and their supervisors followed the upper-level management skill development session. In this session, community corrections officers learned to use tools such as the family ecomap and strengths-based genogram. These two family intervention tools help contexualize a family and the many positive and challenging elements of a family's history—such as criminal justice involvement, employment, chronic illness, mental health and substance abuse—as well as illuminate resources that the family as a whole is connected to. In addition, staff learned about other critical tools of the Bodega Model such as supportive inquiry, motivational interviewing and other techniques that can help incorporate the family into the supervision process to improve outcomes.

In theory, the Bodega Model seems an intuitive process. But when caseloads increase, the practicality of strengths-based family-focused methods is not always immediately clear to the supervision officers. Facilitators therefore took ample time to explore with administrative and technical staff how both paperwork and computer software programs could effectively integrate a family-focused approach in a way that enhances daily practice rather than creates additional work.

PHASE TWO: PILOTING PRACTICE IMPROVEMENT

While the Family Justice/APPA program assessed the quality of its pilot curriculum through a separate evaluation process, the OFJP embarked on its second phase: applying lessons learned in skill development sessions by implementing family-focused intervention strategies into daily practice.

The community corrections officers who participated in the second skill development session were asked to utilize family genograms and ecomaps, supportive inquiry and other Bodega Model tools to assist in assessments and case plans. They were asked to provide case notes highlighting their work, including most effective strategies.

At the same time, high-level management and administrative staff were asked to oversee the implementation of these new methods, and support the inclusion of families in the case management process. They sought out stories where families played a positive role in the supervision process.

To identify the most effective elements of the skill development sessions, Family Justice staff completed a follow-up email survey after the sessions. Family Justice asked correctional officers which, if any, tools they
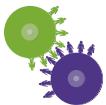
were utilizing in daily practice. The surveys revealed that tools and methods such as the ecomap, genogram and positive inquiry were not only being used, but were enhancing the family work of correctional officers. Decision-makers' responses reflected an increased awareness about their role in supporting line staff to engage families. The integrity of a successful program requires commitment and engagement from the top down. As one participant noted, "the overview let upper managers know what they had to do so that families could be more involved in the case management process."

PHASE THREE: EVALUATION AND REFINEMENT OF INTERVENTION METHODS

As with any new approach, learning the Bodega Model through skill development sessions is a stimulant to launching new methods into practice, not the end result. Therefore the OFJP began with, rather than ended with, skill development sessions. The heart of the OFJP is implementation and ongoing evaluation to test process and outcomes for effectiveness. For the OFJP, tracking the implementation process was critical to honing sustainable methods and to defining whether these methods were superior to the original techniques of Oklahoma's supervision officers and staff. It is not enough to simply track outcomes; the process must be monitored and refined. Staff had been asked to record their progress in forging partnerships with families in the supervision process.

The data we collected consisted of monitoring officers who were on the pilot teams and asking that they identify family support systems. Once identified, officers were to utilize those supports and document their activities.

In addition, case notes were randomly selected and reviewed by the supervisors to ensure officers were utilizing the ecomap and genogram tools and making appropriate referrals. The results of these activities revealed officers were comfortable using the tools presented by Family Justice. Officers responded that these tools have heightened their awareness of family support systems that may have been overlooked or discounted in the past. Officers, who were able to solicit family support, noted an increase in information sharing within the support systems as well as gaining valuable insights into the probationer's behavior. In addition to this data, Family Justice performed phone interviews with six managers and twelve line staff from the skill development sessions one-month and six-months after the sessions. Interviews focused on assessing the effectiveness of the skill development sessions: How had new methods been integrated into daily practice and were they helpful? To ensure unbiased answers, Family Justice staff and a consultant, all whom were previously uninvolved in the project, conducted the interviews. Interviewers identified concerns about implementing a family focused model. Line staff expressed apprehension about the limited time they could devote to engaging family while juggling caseloads of over 100 people. However, line staff noted that they were using tools which did not involve a great increase in time and complemented existing activities, such as the ecomaps and many of the supportive inquiry techniques. These were key results in the OFJP's attempt to understand whether the methods were a cost-effective use of supervision officers' time. It did not necessarily take more time to use tools such as the positive inquiry and the family genogram and ecomap, but the outcomes produced were better.

The OFJP is establishing methods of web-based data collection to develop an outcome based tracking

system. By establishing a baseline for comparison between targeted caseloads for whom family-focused methods are used and a control group, the OFJP will be able to demonstrate the effectiveness of family-focused approaches in improved outcomes.

PHASE FOUR: CHANGING POLICY AND CULTURE CHANGE

The final phase, currently underway, is that of changing organizational culture and policy. While the line and management community corrections staff is the real agents of change in phase two and three, the success of phase four depends on the decision-makers of the Oklahoma DOC. A core group of executive decision makers, led by the Director of Oklahoma DOC have made a commitment to support the OFJP initiative. Additionally, by playing a leadership and observational role throughout initial skill development session, implementation and evaluation processes, decision-makers have had a clear sense of what the project was supposed to accomplish, what it did accomplish and how it should be incorporated into permanent policy and practice. Leaders have the opportunity and responsibility to facilitate a culture at the Oklahoma DOC where supervision officers partner with families as a matter of practice because it is a critical component of the supervision process. The Bodega Model is presented during in-service training for field staff to facilitate and concretize the DOC's commitment to incorporate the support of the supervision process and to describe how these efforts will ultimately improve supervision outcomes. The goal of this training is to provide field staff with both the knowledge and skills needed to partner with families and communities and to cultivate a value for family-focused community supervision. With a tested approach, the Oklahoma DOC is now able to begin communicating anticipated outcomes and rationales as the first step in implementing formal organizational change. This kind of organizational change takes time. But with the data collection, in addition to the development of outcome and process-based data, formal methods and sustainable change will be created.

CONCLUSION

Strong leadership, dedicated staff and a secure partnership with the Family Justice/ APPA project has made the OFJP a learning laboratory for better practices in community corrections. As the OFJP continues to work towards its short and long term goals, the project has taken lessons learned in the pilot phases of skill development and used them to refine the skill development facilitation process. The partnership of the Oklahoma DOC and the Family Justice/ APPA has advanced the use of strengths-based, family-focused methods in community corrections. It has succeeded out of a genuine belief in the critical resource that families can play in community corrections and a commitment to a shift in the perspective of supervision officers. By formalizing how community corrections taps and builds on the strengths of family, Oklahoma is poised to improve recidivism rates, prevent future criminal justice involvement, increase both public and private safety and enhance overall family and community well-being.

ENDNOTES

[1] Glaze, Lauren E. and Seri Palla. "Probation and Parole in the United States, 2004". Washington, DC: Bureau of Justice Statistics. 2005.

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